



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

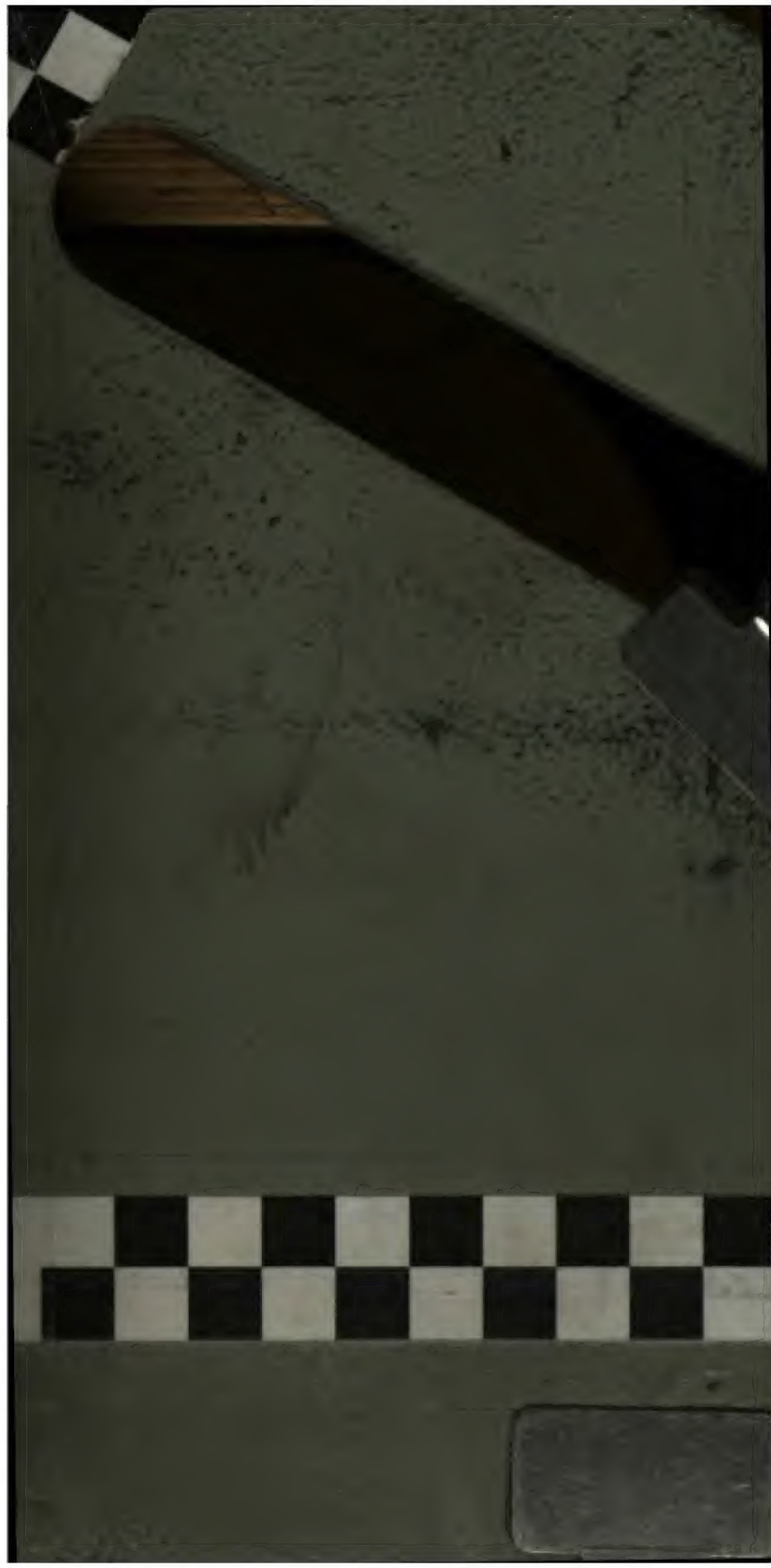
Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

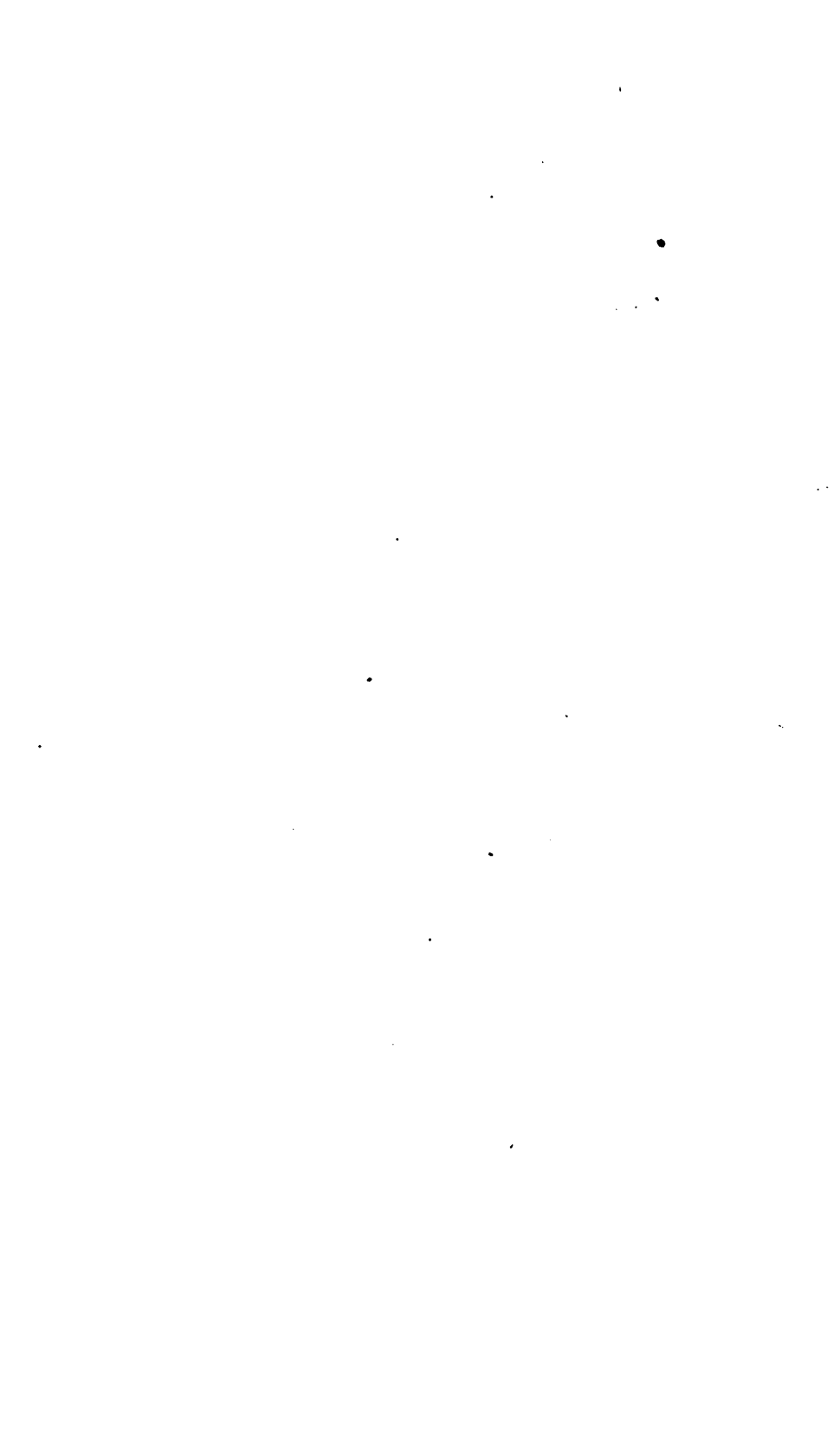


Harvard University



*Monroe C. Gutman Library
of the
Graduate School of Education*





NY 9561

.N79 1.2

153-70

1861-88

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
MONROE C. GUTMAN LIBRARY

SIXTY-THIRD ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1881.



New York:

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

1882.



SIXTY-THIRD ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1881.



New York :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

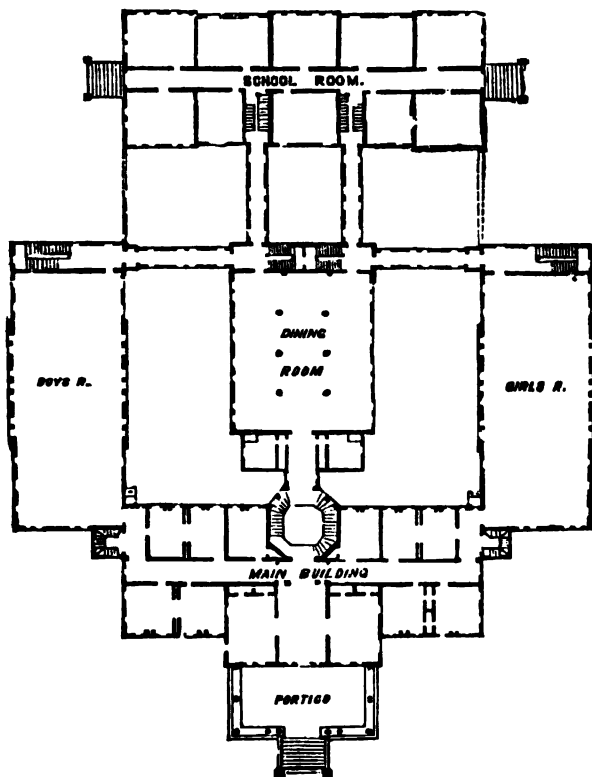
1882.



JAN 23 1917



INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.

SCALE.



ALPHABET OF THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



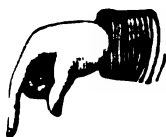
O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z



&c



OFFICERS AND DIRECTORS.

PRESIDENT.

HON. HENRY E. DAVIES, LL.D.

FIRST VICE-PRESIDENT.

HON. ERASTUS BROOKS.

SECOND VICE-PRESIDENT.

HON. ENOCH L. FANCHER, LL.D.

TREASURER.

GEORGE A. ROBBINS.

SECRETARY.

THATCHER M. ADAMS.

First Class—Term expires May, 1882.

REV. CHAS. H. PARKHURST, D.D.	WILLIAM H. FOGG.
REV. THOMAS GALLAUDET, D.D.	BENJAMIN H. FIELD.
WILLIAM FROTHINGHAM, M.D.	JOHN L. TONNELÉ.
REV. SULLIVAN H. WESTON, D.D.	JOHN T. TERRY.

Second Class—Term expires May, 1883.

HON. ERASTUS BROOKS.	AVERY T. BROWN.
FREDERIC DE PEYSTER, LL.D.	ALBERT M. PATTERSON.
HON. ENOCH L. FANCHER, LL.D.	REV. CHAS. A. STODDARD, D.D.
WILLIAM A. WHELOCK.	EVERETT HERRICK, M.D.

Third Class—Term expires May, 1884.

MORRIS K. JESUP.	SAMUEL THORNE.
HON. HENRY E. DAVIES.	JAMES O. SHELDON.
THATCHER M. ADAMS.	GEORGE A. ROBBINS.
GEORGE F. BETTS.	WILLIAM M. HALSTED.

*Officers and Directors.**Executive Committee.*REV. CHAS. A. STODDARD, *Chairman,*

WILLIAM FROTHINGHAM, M.D.

AVERY T. BROWN.

GEORGE A. ROBBINS.

JOHN L. TONNELÉ.

*Ladies' Committee.*MRS. BENJAMIN H. FIELD..... *Chairman.*MRS. HELENA T. BROWN..... *Secretary.*MRS. FREDERICK G. SWAN..... *Treasurer.*

MISS JULIA COOPER.

MRS. JOSEPH W. PATTERSON.

MRS. ETHAN ALLEN.

MISS JULIA RHINELANDER.

MRS. ELLEN WALTER.

MRS. WILLIAM FROTHINGHAM.

MRS. EDWARD OOTHOUT.

MRS. ANNA E. BARNARD.

MISS HARRIET TABER.

MRS. JOHN T. TERRY.

MRS. CHARLES A. STODDARD.

MRS. ALEXANDER HAMILTON.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ISSAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

WESTON JENKINS, M.A.*
E. HENRY CUKRIER.†
FRANCIS D. CLARKE, M.A., C.E.
GILBERT C. W. GAMAGE.
HENRY DENNIE REAVES.
ROWLAND B. LLOYD.
THOMAS H. JEWELL.
WILLIAM G. JONES, B.A.
CHAS. W. VAN TASSEL.
CHESTER Q. MANN.
JANE T. MEIGS.
IDA MONTGOMERY.
JOSEPHINE L. ENSIGN.
LUANN C. RICE.
MARIA TOLES.
MYRA L. BARRAGER.

TEACHER OF DRAWING.

CAROLINE V. HAGADORN.

TEACHERS OF ARTICULATION.

ANNA B. GARRETT.
ELIZABETH MITCHELL.
MARIA TOLES.

* Instructor of the High Class.

† Professor of Articulation.

ADMINISTRATIVE DEPARTMENT.

SUPERINTENDENT AND PHYSICIAN.

WILLIAM PORTER, M.D.

CONSULTING PHYSICIANS.

WILLIAM FROTHINGHAM, M.D. EVERETT HERRICK, M.D.

STEWARD.

CHAUNCEY N. BRAINERD.

ASSISTANT STEWARD.

W. S. CRITTENDEN.

CLERK.

CHARLES M. SMITH.

MALE SUPERVISORS.

WALLACE F. HOWELL.

CHARLES R. BENNET.

STEPHEN F. SLOAT.

MATRONS.

MISS PRUDENCE LEWIS—Supervisors' Department.

MISS CORDELIA CHIDSEY—Linen Department.

MISS A. ELIZABETH RHOADES—Seamstress Department.

MISS SARAH J. BULTER—Primary Department (Tarrytown).

MRS. JULIET T. DILLINGHAM—Primary Department (Fanwood).

MISS JANE D. LAVERY—Culinary Department.

MRS. LILLIAN D. BERRYHILL—Hospital Department.

FEMALE SUPERVISORS.

ELIZABETH S. BEECHER.

RACHEL A. COOK.

EMMA F. TAYLOR.

GEORGINA E. GATES.

LOUISA JOYCE.

ENGINEER.

JOSEPH H. BANKS.

NIGHT WATCH.

FREDERICK A. GERLOFF.

HOWARD GOODSIR.

MARY C. FRASER.

FOREMEN OF INDUSTRIES.

E. A. HODGSON.....	<i>Printer.</i>
JOHN H. CLEARWATER.....	<i>Cabinetmaker.</i>
JOHN LECHT'HALER.....	<i>Shoemaker.</i>
HENRY ROTH.....	<i>Tailor.</i>
ALBERT METZGER.....	<i>Gardener.</i>
JOHN T. ZIEGLER.....	<i>Farmer.</i>
THOMAS BEATTY.....	<i>Baker.</i>

SIXTY-THIRD ANNUAL REPORT.

The Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully present to the Legislature the Sixty-Third Annual Report of the management of the Institution, its methods of instruction, the names of the officers, teachers and pupils, and a complete statement of its financial and general condition for the year beginning October 1st, 1880, and ending September 30th, 1881.

The report of the Treasurer is given herewith, in which will be found full details of all sums received and paid out during the year. This report shows clearly that the Institution has been managed with strict economy. The prices of all articles of food purchased are as reasonable as could be obtained in the market. But prices have advanced materially during the past year, and are still advancing, and it has been found impossible to conform to the per capita sum last appropriated for State pupils.

There has been a deficit in the current accounts of the Institution for the past year of \$3,577.03, as will appear from the statement of the Treasurer. This deficiency has been met by borrowing from the real estate fund, a fund derived from legacies and other sources, and especially reserved for building purposes and to meet assessments which will soon call for heavy disbursements. When the reduction of the per capita allowance for New York State pupils was proposed, the Directors felt confident that in no way save through curtailment of the useful work of the Institution could the current expenses be cut down to meet it, but they resolved to make the effort, and did not raise their voice in protest. But in view of the foregoing facts, it is hoped and believed that your honorable body will not fail to recognize the propriety of an increase in the allowance for the board and tuition of State pupils.

From the report of the Superintendent and Physician, it appears that 519 pupils have been under instruction during the year, of whom 328 were males and 191 females. Of these 519 pupils, 293 were supported by the State of New York, 135 by the Counties of New York, 85 by the State of New Jersey, and 7 by parents, guardians and friends. This report contains carefully elaborated details of the work done in all the shops and in the garden, and of the repairs and improvements

of all the buildings connected with the Institution. It also contains a statement of the capacity of the artesian well bored to the depth of 447 feet in the grounds at Tarrytown. To all these detailed statements your attention is specially called.

The directors are very glad to report that the health of all the scholars has been generally good, despite the fact that two epidemics have prevailed—one of typhoid fever and one of measles. These epidemics, however, were not due to any causes within the Institution, but to atmospheric conditions. The means taken to ward off epidemics have been sufficient in late years to render them less frequent, and the several sanitary methods and improvements introduced at large cost under the advice and direction of the Board of Health of New York, have proved of great value in preventing the lodgment of disease, and in curtailling its fatality. It is certainly remarkable that, with two such epidemics in one year, there were only five deaths in the Institution.

The policy of the Institution, adopted some years since under the pressure of medical advice, has been to provide for these children, so weak in constitution, a strengthening diet, for the sake of both body and mind, and the wisdom of this course is confirmed by happy experience.

The report of the Principal, presented herewith, is of great interest. It contains, besides the usual information, a very interesting treatise on the different methods of deaf-mute instruction, which has evidently been inspired by his observation at the Congress at Milan in 1880, followed by careful deliberation on the whole subject. A thorough perusal of this report will fully repay the reader.

The report of the Committee on the Annual Examination shows, in carefully tabulated form, the course of instruction pursued in the Institution. The special report of the Examination of the High Class, by Mr. Marlborough Churchill, is of more than common interest, coming from one who was graduated from West Point in 1835, and who has devoted about forty years of his life to the education of the young.

Several changes have taken place in the Board. The death of our late President, Rev. Dr. Adams, caused a change in the offices of President and First and Second Vice-Presidents, and the Rev. Dr. Parkhurst was elected in his place as a Director. We have also lost by death our late Treasurer, Joseph W. Patterson, who was for twenty years or more a member of the Board and for many years Treasurer. Mr. George A. Robbins has been elected Treasurer in his place.

In the corps of officers and employes the changes have been very few.

In conclusion, we again appeal to the Legislature of the State to raise the per capita appropriation for State pupils, with confidence that a close examination of our finances will show that the Institution

has been managed as economically as was consistent with the proper education of our pupils, the preservation of their health, and the strengthening of their bodies, which are so often enfeebled by disease.

The Board desire to express their thanks to all officers of this State, and of the counties thereof, and of the State of New Jersey, who have in the past visited the Institution and shown an intelligent interest in their affairs. They, as well as all private individuals who feel a sympathy in our work, will be gladly welcomed to the Institution at all times.

It has been the endeavor of the Board in the past, and will be in the future, to so administer the trust confided to them as to merit the approbation of this community and of the world at large.

NEW YORK, *October 1, 1881.*

ERASTUS BROOKS,
First Vice-President.

THATCHER M. ADAMS,
Secretary.

NOTE.—Since this report was completed, and before its presentation to the Legislature, the Hon. H. E. Davies, LL.D., President of the Institution, has been removed by death.

TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1881.

EXPENDITURES.

Groceries and Provisions.

Apples, 59 barrels.....	\$139 30
Barley	17 62
Baking powder, soda and cream tartar.....	89 60
Beans, 8 barrels.....	77 69
Berries, 671 quarts.....	116 93
Butcher's meat, 148,311 pounds.....	12,667 77
Butter, 16,491 pounds.....	4,227 19
Canned goods.....	271 66
Cartage and freight.....	359 41
Cheese, 693 pounds.....	93 55
Cider and vinegar, 9 barrels.....	71 78
Cocoa and chocolate, 60 pounds.....	13 92
Coffee, 3,495 pounds.....	673 91
Codfish (boneless), 2,475 pounds.....	194 21
Corn-starch and tapioca.....	5 83
Crackers, 2,307 pounds.....	212 10
Cranberries, 5 barrels.....	31 75
Dried fruits, 2,289 pounds.....	224 54
Eggs, 1,747 dozen.. ..	419 48
Flavoring extracts.....	17 45
Flour, 577 barrels.....	4,325 45
Fresh fish.....	714 30
Gelatin and ginger.....	11 85
Grapes, 360 pounds.....	25 17
Head cheese, 1,085 pounds.....	108 50
Hominy, 30 barrels.....	132 80
Hops, malt and yeast.....	82 30
Ice, 126,680 pounds.....	332 11
Indian meal, 20 bags.....	43 07

Carried forward..... \$25,701 24

Brought forward.....	\$25,701 24
Lard, 1,985 pounds.....	226 37
Lemons and oranges, 16 boxes.....	73 93
Mackerel 12 barrels.....	121 14
Melons.....	17 05
Milk, 118,477 quarts.....	6,457 83
Molasses and syrup, 1,376 gallons.....	694 62
Mustard, 146 pounds.....	54 42
Nuts and candies.....	20 95
Oatmeal, 19½ barrels.....	136 38
Pears and peaches.....	16 05
Pepper, 133 pounds.....	30 01
Pickles and horse-radish.....	63 85
Pork (salt), 3½ barrels.....	60 00
Potatoes, 530 barrels.....	1,193 55
Potatoes (sweet), 12 barrels.....	33 75
Poultry, 1,783 pounds.....	327 17
Raisins, 14 boxes.....	38 05
Rice, 5,702 pounds.....	421 42
Salt, 19 sacks.....	28 75
Sardines, 178 boxes.....	58 20
Smoked meats, 5,783 pounds.....	605 53
Smoked fish, 61 pounds.....	9 86
Spices.....	28 45
Sugar, 20,528 pounds.....	1,842 15
Sweet oil.....	12 50
Tea, 1,116 pounds.....	394 70
Vegetables.....	66 24
	<hr/>
	\$38,734 15

Salaries and Wages.

Principal, professors and teachers.....	\$24,603 58
Superintendent, steward and as-	
sistants.....	\$7,120 00
Matrons.....	1,602 00
Supervisors.....	1,841 70
Housekeeper, baker and cooks...	2,305 35
Seamstresses, waiters, chamber-	
maids and laborers.....	8,430 12
	<hr/>
	21,299 17
	<hr/>
	45,903 75
	<hr/>
Carried forward.....	\$84,636 90

Brought forward..... \$84,636 90

Clothing.

Bathing sponges and brushes.....	22 47
Braid, binding and trimming.....	8 29
Buttons.....	29 58
Cambric, 259 yards.....	14 55
Cartage and freight.....	36 15
Cash advanced pupils.....	400 85
Cassimeres and satinets, 2,504 yards.....	1,855 22
Chevoit and check, 446 yards.....	65 57
Cord, elastic and webbing.....	15 68
Collars (linen), 20 dozen.....	17 95
Collars (paper), 10,000.....	99 00
Combs, 41½ dozen.....	39 36
Corsets, 6 dozen.....	35 63
Diaper, 16 pieces.....	21 50
Drawers, 40 dozen.....	128 09
Dress Goods, 495 yards.....	95 61
Dress linings 95 yards.....	7 23
Funeral expenses.....	98 00
Flannel, 180 yards.....	31 84
Gingham, 757 yards.....	91 40
Hair cutting.....	67 66
Hair and nail brushes, 4½ dozen.....	8 51
Hats and caps, 38½ dozen.....	248 97
Handkerchiefs, 64 dozen.....	47 10
Hoods, 1 dozen.....	5 00
Hose and half hose, 93 dozen.....	228 18
Jean, 126 yards.....	10 51
Knitting-cotton and yarn.....	7 90
Larkspur seed and camphor.....	10 50
Linen thread.....	6 17
Mittens, 15½ dozen.....	38 38
Neckties, 46 dozen.....	53 75
Overalls and jumpers, 4 dozen.....	24 00
Pins and needles.....	24 68
Plaid, 51 yards.....	5 93
Print, 2,007 yards.....	141 50
Ribbon.....	1 10
Rubber overshoes, 127 pairs..	52 70
Scarfs, 6 dozen.....	15 00

Carried forward..... \$4,111 51 \$84,636 90

Brought forward.....	\$4,111 51	\$84,636 90
Scissors and grinding.....	16 61	
Sewing machine, 1.....	30 00	
Sewing Machine repairs, needles, etc.....	21 76	
Sewing silk and twist.....	8 16	
Shawls, 18.....	64 50	
Shirts, 8½ dozen.....	67 20	
Shirting, 2,314 yards.....	205 11	
Shoe blacking and brushes	29 45	
Skirts, 8½ dozen.....	18 00	
Slippers, 1 dozen.....	9 00	
Spool cotton, 155½ dozen.....	79 62	
Suiting, 435 yards.....	101 99	
Suits clothing, 56.....	671 00	
Suspenders, 9 dozen.....	18 00	
Thimbles.....	4 55	
Trunks, satchels and repairs.....	39 75	
Tooth brushes, 19 dozen.....	21 94	
Undershirts and vests, 45½ dozen.....	196 04	
Vests, 104.....	84 36	

\$5,798 55

Leather and findings, shoe shop

account..... \$2,711 91

Wages of shoemaker..... 900 00

3,611 91

Linings and trimmings, tailor

shop account..... \$1,487 27

Wages of tailor and tailoresses.. 852 75

2,340 02

\$11,750 48

Furniture.

Baskets and repairs....	45 82
Bath brick.....	7 08
Black walnut bedsteads, 2.....	18 00
Blankets, 62 pair.....	272 25
Brooms, 33½ dozen.....	117 20
Brushes, 42½ dozen.....	138 70
Cambric, 94 oards.....	5 43
Carpeting	234 87
Cartage and freight.....	58 40
Chairs and stools, 3 dozen.....	50 00

Carried forward..... \$947 75 \$96,387 38

Brought forward.....	\$947 75	\$96,387 38
Chair repairs.....	4 80	
Clocks and repairing.....	9 20	
Clothes-lines and pins.....	4 75	
Coal hods, 2.....	2 00	
Crash, 1,025 yards.....	106 52	
Crockery.....	349 11	
Damask, 471 yards.....	255 27	
Desk repairs.....	29 18	
Duck, 55 yards.....	9 16	
Feathers and feather dusters.....	12 00	
Galvanized iron steamers, 4.....	13 50	
Gas shades and fixtures.....	52 63	
Knives and forks.....	31 03	
Lanterns.....	12 00	
Looking glasses.....	18 50	
Mats, 14.....	31 50	
Matting, 78 yards.....	66 33	
Mattresses made and re-made, 446.....	270 27	
Mops and handles, 11 dozen.....	32 00	
Mouse and rat traps.....	3 69	
Moss and hair for mattresses, 1,205 pounds..	218 93	
Napkins, 8 dozen.....	21 00	
Oil cloth and linoleum.....	80 58	
Pails, 4 dozen.....	12 00	
Picture nails, wire, etc.....	6 10	
Pillows made and re-made, 309.....	30 90	
Quilts and Counterpanes, 111.....	123 28	
Repairing furniture.....	107 74	
Repairing tin and copper ware.....	147 20	
Repairing scales.....	4 00	
Re-plating table ware.....	5 00	
Russia iron meat-pans, 6.....	15 00	
Sad-irons.....	9 36	
Sheeting, 2,755 yards.....	457 43	
Small kitchen wares.....	11 68	
Spool cotton, 4 dozen.....	2 20	
Stove repairs, pipe, etc.....	103 75	
Straw, 19,262 pounds.....	218 36	
Table covers, 11.....	23 85	
Tea and table spoons, 3½ gross.....	18 62	
Thermometers, 1 dozen.....	2 88	
Carried forward.....	\$3,881 05	\$96,387 38

Brought forward.....	\$3,881 05	\$96,387 38
Ticking, 930 yards.....	146 07	
Tin ware.....	176 05	
Towels, 8 dozen.....	27 76	
Toweling, 648 yards.....	104 31	
Tuning piano.....	2 00	
Whisk brooms, 1 dozen.....	2 00	
Window shades and repairing.....	112 40	
Wooden ware.....	12 67	
Water cooler.....	3 00	
	<hr/>	4,467 31

Building and Repairs.

Carpenters' wages.....	1,749 90	
Mason Work.....	1,501 53	
Lumber.....	1,295 96	
Painting and Glazing.....	1,079 40	
Labor.....	876 25	
Plumbing.....	632 05	
Repairing Roofs, Gutters and Leaders.....	472 39	
Pipe and Fittings.....	444 62	
Hardware and Tools.....	323 70	
Drainage.....	250 00	
Kalsomining and Whitewashing.....	236 49	
Kitchen Range and Repairing.....	180 98	
Exchange of Steam Pumps.....	100 00	
Cartage and Freight.....	98 07	
Iron and Blacksmithing.....	86 94	
Repairing Steam Engine and Boilers.....	80 01	
Galvanized Iron Work.....	69 06	
Chairs and stools, 3 dozen.....	50 00	
Gas Fitting.....	51 18	
Repairing Sinks.....	9 75	
Rubber Hose.....	9 05	
Rope.....	8 48	
Surveying.....	6 58	
Felting.....	6 00	
Ventilation (repairs).....	6 00	
Weather Strips.....	5 37	
Yale Locks and repairing.....	4 25	
Powder and Fuse.....	1 41	
	<hr/>	9,585 42

Carried forward \$110,440 11

Brought forward \$110,440 11

Fuel and Lights.

Anthracite coal, 1400 tons	6,291 20	
Gas, 1,510,200 feet.....	3,506 90	
Hoisting, shovelling and carting coal.....	820 92	
Charcoal, 405 barrels.....	292 75	
Sperm Oil, 42 gallons.....	55 16	
Coal shovels, 6.....	4 93	
Matches, 7 gross	19 10	
Candles, 15 pounds.....	2 85	
Kerosene oil.....	6 60	
Flue brushes.....	3 00	
Wages of engineer and firemen.....	1,886 75	
		\$12,890 16

Printing.

Paper and cards.....	374 85	
Type and furniture.....	134 23	
Folding and binding.....	64 80	
Cartage	44 00	
Re-covering rollers.....	39 90	
Repairing presses.....	39 39	
Ink	26 00	
Messengers to city.....	6 10	
Portage.....	5 00	
Benzine.....	3 50	
Wages of Printers.....	1,366 65	
		2,104 42

Stable.

Oats, 338 bags.....	454 23	
Hay, 18,205 pounds.....	232 81	
Ground feed and oil meal, 55 bags.....	75 48	
Carriage	152 00	
Express wagon.....	128 50	
Cart.....	73 00	
Horseshoeing	149 15	
Harness and repairing.....	106 75	
Repairing wagons, carts and sleighs.....	97 56	
Blankets, liniment and stable tools.....	40 07	
Wages of stableman.....	300 00	
		1,809 55

Washing.

Hard soap, 16,077 pounds.....	906 81	
Washing fluid, 1,081 gallons.....	280 59	
Carried forward.....	1,187 40	\$127,244 24

Brought forward.....	\$1,187 40	\$127,244 24
Starch, 2,332 pounds.....	126 24	
Blueing, 12 cases.....	35 09	
Borax, 240 pounds.....	33 26	
Castile soap, 244 pounds.....	31 84	
Cartage.....	29 58	
Sapolio, 5 cases.....	24 75	
Sal soda, 1,527 pounds.....	24 28	
Javelle water, 4½ gallons.....	4 30	
Beeswax, 10 pounds.....	3 20	
Wages of laundresses.....	1,982 29	
	<hr/>	3,482 23

Farm and Garden.

Manure.....	454 58	
Farm and Garden Impliments.....	171 44	
Live stock.....	125 00	
Seeds.....	124 38	
Freight.....	4 15	
Wages of farmer, gardener, and laborers....	1,687 25	
	<hr/>	2,566 80

Books, slates and stationery for schools.....	1,203 36	
Hospital supplies \$1,546.32 Professional attendance and Nurses, \$625.50.....	2,171 82	
Croton Water.....	820 50	
Railroad, stage and carriage hire.....	452 02	
Stationery.....	342 88	
Expenses of sending pupils home, in excess of receipts...	231 03	
Subscription to American Annals of Deaf and Dumb.....	194 00	
Revenue and postage stamps.....	186 93	
Cash returned, account board and tuition of Rosa C. Thomas.....	143 00	
Purchase of buildings on line of Ridge Avenue.....	95 00	
Freight, Cartage and Expressage.....	64 34	
Alcohol.....	59 01	
Tissue Manilla paper, 234 reams.....	58 50	
Newspaper subscriptions.....	31 55	
Law Books.....	25 00	
Expenses of pupils to City Exhibition.....	22 80	
Analysis of Well water.....	22 50	
Telegrams.....	22 15	

Carried forward.....	\$139,439 66
----------------------	--------------

Brought forward.....	\$139,439 66
Advertising.....	20 50
Twine.....	17 35
Drum heads.....	15 75
Notarial fees.....	11 00
Employment Agency.....	10 00
Repairing watch clock.....	7 58
Borax.....	4 00
State Manuals.....	2 50
Row Locks.....	2 50
Fly paper.....	2 17
Chapel Decorations.....	1 57
Interest on temporary loan.....	1 78

\$139,536 36

RECEIPTS.

From—	Board and tuition.	Clothing State pupils.	Support of county pupils.	Total
State of New York...	\$59,461 89			\$59,461 89
State of New Jersey.	22,165 81	\$1,939 50		24,105 31
Albany County....		505 74	\$2,130 84	2,636 58
Allegany “		150 00		150 00
Broome “		30 00		30 00
Cattaraugus“		30 00		30 00
Cayuga “		30 00		30 00
Chautauqua“		60 00	208 00	268 00
Chemung “		30 00		30 00
Chenango “		30 00		30 00
Columbia “		56 75	300 00	356 75
Delaware “		99 67		99 67
Dutchess “		148 00	1,002 50	1,150 50
Erie “		25 67	300 00	325 67
Essex “			432 50	432 50
Herkimer “		11 33		11 33
Jefferson “		76 83		76 83
Kings “		878 65	4,830 31	5,708 96
Lewis “		30 00		30 00
Livingston “			429 17	429 17
Madison “		107 58		107 58
Monroe “		56 17		56 17
New York “		3,124 84	23,441 65	26,566 49
Niagara “		30 00		30 00
Oneida “		160 00		160 00
Onondaga “		79 83		79 83
Ontario “		60 00		60 00
Oswego “		60 75		60 75
Queens “		174 08	911 67	1,085 75
Richmond “		120 00		120 00
Saratoga “		30 00		30 00
Schuyler “		30 00		30 00
Schoharie “		173 83	11 67	185 50
Steuben “		30 00		30 00
Suffolk “		35 16	499 17	534 33
Carried forward,	\$81,627 70	\$8,404 38	\$34,497 48	\$124,529 56

	Board and tuition.	Clothing State pupils.	Support of county pupils.	Total.
Brought forward..	\$81,627 70	\$8,404 38	\$34,497 48	\$124,529 56
Sullivan County		147 50	300 00	447 50
Tioga "		30 00		30 00
Ulster "		232 09	954 16	1,186 25
Warren "		60 00		60 00
Washington "		32 92	245 83	278 75
Wayne "		80 00	300 00	380 00
Westchester "		219 67	1,450 00	1,669 67
Wyoming "		60 00		60 00
Paying pupils.....	1,351 00			1,351 00
	<hr/>	<hr/>	<hr/>	<hr/>
	\$82,978 70	\$9,266 56	\$37,747 47	\$129,992 73
From printing.....				1,578 40
From sales grease and refuse.....				200 61
From discount on audited bills.....				88 48
From sales, clothing and dry goods				111 38
From account " Educator ".....				57 51
From sale empty barrels.....				51 09
From sales, shoe shop account.....				39 25
From sale old carriage.....				35 00
From sales, rags, paper and old iron.....				26 45
From sales, tailor shop account.....				26 35
From sales, carpenter shop account.....				10 50
From sales, wood and sundries.....				13 03
From real estate account for amounts erroneously credit- ed last year, etc.....				728 49
From real estate account for amount borrowed to make good deficiency for the year.....				6,577 09
				<hr/>
				\$139,536 36
				<hr/>

MEMORANDA.

The following statements are of accounts reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate account was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Frizel, Harriet Stoner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards erection of new buildings at Tarrytown (see Chapter 343, Laws of 1877), and consists of legacy of Ephraim Holbrook, and bonds and mortgages taken in payment for Real Estate.

REAL ESTATE FUND.		Dr.	Cr.
1880.			
To Cash balance from old account.....	\$48,337 05	By Cash To General account, amounts erroneously credited this account last year, etc.....	\$728 49
" on account legacy of Eliza Motta.....	350 00	" competing architects for plans proposed for buildings at Tarrytown.....	1,750 00
" on account legacy of Maria M. Hobby... interest.....	620 00 2,457 90	" Expenses of defence of tax suits at Tarrytown ..	150 00
" collections on account Line Fence.....	63 83	" balance for Artesian well at Tarrytown...	1,842 49
		" rent of safe in Park Bank.....	85 00
		" express charges sending United States Bonds to Washington.....	5 50
		" To General account loan to make good deficit for previous years.....	3,186 94
		" To General account loans to make good deficit for year 1880-1881.....	6,577 09
		" balance to new account.....	38,103 27
	\$51,828 78		\$51,828 78
1881.			
October 1. To Cash balance from old account ...	\$38,103 27		
MEM.—General acc't owes for cash advanced to meet deficit.	\$9,714 03		

LIBRARY FUND.		Dr.	Cr.
1880.			
October 1.	To Cash balance from old account.....	\$4,286 61	By Cash paid Committee—drafts \$87 36
	" " interest on balance.....	171 04	" " balance to new account. 4,370 29
		\$4,457 65	\$4,457 65
1881.			
October 1.	To Cash balance from old account....	\$4,370 29	
FRIZZEL FUND.		DR.	CR.
1880.			
October 1.	To Cash balance from old account....	\$2,181 70	
	" " interest on balance	88 12	
1881.			
October 1.	To Cash balance to new account....	\$2,269 82	
BUILDING FUND.		DR.	• CR.
1880.			
October 1.	To Cash balance from old account....	\$31,450 00	1881.
	" " interest	1,887 00	September 30. By Cash interest carried to Real " " Estate account... .. \$1,887 00
		\$33,337 00	" " balance to new account.. 31,450 00
1881.			\$33,337 00
October 1.	To Cash balance from old account....	\$31,450 00	
HARRIET STONER FUND.		DR.	CR.
1880.			
October 1.	To Cash balance from old account. .	\$129 53	
	" " interest on balance	5 86	
1881.			
October 1.	To Cash balance to new account.....	\$135 39	

CARY FUND.		CR.
DR.		
1880.		
October 1.	To Cash balance from old account....	\$89 05
	" " interest on balance	4 04
1881.		
October 1.	To Cash balance to new account.....	\$93 09
RECAPITULATION.		
DR.		CR.
Real Estate account....		\$38,108 27
Library Fund.....		4 370 29
Frizzel Fund		2,269 82
Harriet Stoner Fund.....		135 39
Cary Fund.....		93 09
Building Fund.....		31,450 00
		\$76,421 86
	Cash in United States Trust Co.....	\$30,000 00
	" Merchants National Bank....	8,103 27
	" Seaman's Bank for Savings	1,269 82
	" Inst. for Savings of Merchants Clerks.....	5,598 77
	United States registered bonds, 6's of '81, continued at 3½ per cent.....	21,200 00
	Bonds and Mortgages.....	10,250 00
		\$76,421 86

STATE OF NEW YORK, }
 CITY AND COUNTY OF NEW YORK, } ss.

George A. Robbins of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this the 13th }
 day of December, 1881. }
 ANDREW WARNER, }
 Notary Public, N. Y. }
 GEORGE A. ROBBINS.

Report of the Superintendent and Physician.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN.—In accordance with the requirements of your Board, I present herewith the report of the Administrative and Medical departments for the year ending September 30th, 1881.

ADMINISTRATIVE.

The tabular statement of the pupils connected with the Institution is shown in the following summary.

	Males.	Females	Total.
Number present September 30, 1880.	282	166	448
Former pupils re-admitted.	17	14	31
New pupils admitted.	29	11	40
Whole number.	328	191	519
Number who have left during the year.	53	34	87
Number connected with the Institution September 30, 1881.	275	157	432

The accompanying catalogue includes the name of each of the pupils, and the town, County, and State in which they reside.

The 519 pupils who were under instruction during the year were supported as follows.

By the State of New York,	292
By the Counties of New York,	135
By the State of New Jersey,	85
By the parents or guardians,	7
Total,	519

Of the 71 admissions and re-admissions, 34 were State pupils, 23 County pupils, 13 were from New Jersey, and one was private.

Of the 87 discharges, 64 were State and 7 County pupils, 14 were from New Jersey, and 2 were private.

The average number of pupils connected with the Institution during the past year was 484. Although the average number of pupils has been 19 less than last year, the reduction is so distributed among the classes that no special change has been deemed expedient in the arrangement of the two departments.

FINANCIAL.

The moneys received for board and tuition and all other sources made payable to the Superintendent, have been as usual promptly forwarded to the Treasurer. The itemized accounts of expenditures for salaries and wages, and supplies, have been carefully inspected and audited by the Executive Committee at their monthly meetings, and the vouchers filed for future reference. The detailed statement of expenditures and receipts are embraced as heretofore in the report of the Treasurer.

Although strenuous efforts have been made on the part of the Executive Committee to limit the expenditures, a considerable amount beyond the ordinary receipts has been unavoidably incurred. It is to be hoped that relief in the future may be afforded by timely assistance from the Legislature, in the increased allowance for maintenance of the older pupils aided by the State. The average cost of support of this class of pupils has considerably exceeded the annual amount received the past year from the State. The rise in values of all products for home consumption, as well as in salaries and wages, is a convincing argument against the recent attempts of the Legislature to reduce the cost of maintenance of this worthy charity in behalf of deaf-mutes.

When the fact is considered and realized that a large majority of the graduates of an institution of this kind, upon returning to their friends and the community, are capable of earning their own support by intelligent labor, and are thus prevented from becoming recipients of a life long charity, it would appear of paramount importance to sustain to the highest degree so laudable an undertaking.

INDUSTRIAL.

The efforts made to secure a thorough knowledge of the various industries have been crowned as heretofore with abundant success. The pupils have shown marked improvement and untiring zeal in their work. The production of the shops have proved both instructive and in a good degree remunerative.

The following tables give a fair exhibit of the results in this direction.

CARPENTER SHOP.

Estimated value of new work and repairs done for the Institution.....	\$3,460 02
Custom work (Cash).....	10 50
	<hr/>
	\$3,479 52

SHOE SHOP.

Number of pairs of shoes made....	755
Cost of 788 pairs of shoes distributed	\$2,138 25
Cost of repairing 1,606 pairs of shoes.....	933 00
Custom work (Cash).....	39 25
	<hr/>
	\$3,110 50

Report of the New York Institution for the

TAILOR SHOP.

Number of coats made.....	172
Number of jackets made.....	225
Number of pairs of pants made.....	485
Number of vests made.....	42
Number of mattress ticks made.....	51
Number of straw ticks made.....	85
Number of pillow ticks made.....	74
Number of boys' aprons made.....	42
Cost of 208 coats distributed.....	\$743 14
Cost of 141 jackets distributed.....	475 80
Cost of 498 pairs of pants distributed....	1,364 12
Cost of 39 vests distributed.....	74 75
Custom work (Cash).....	26 35
	<hr/>
	\$2,684 16

PRINTING OFFICE.

(Estimated value of work done for the Institution, and cash receipts.)

For the Educational Department....	\$127 75
For the Administrative Department.....	105 75
Printing Annual Report.....	500 00
Custom work (Cash).....	1,578 48
	<hr/>
	\$2,311 98

FARM AND GARDEN.

(Estimated value of vegetables, fruit, milk, poultry and eggs, produced, and used in the Institution.)

Apples, 94 barrels.....	\$188 00	Brought up.....	\$2,234 92
Asparagus, 32 bunches.....	6 40	Onions, 75 bushels.....	112 50
Beans, 60 bushels ...	120 00	Parsley, 435 bunches..	21 75
Beets, 264 bushels.....	264 00	Parsnips, 154 bushels..	115 50
Cabbage, 3,800 heads..	304 00	Pears, 88 bushels.....	38 00
Carrots, 60 bushels ...	60 00	Peas, 47 bushels. . . .	35 25
Cauliflower, 100.....	15 00	Peppers, 3½ bushels...	8 50
Celery, 548 dozen.....	411 00	Pie plant, 956 bunches.	60 25
Chickens, 12 pairs.....	12 00	Potatoes, 151 bushels..	339 75
Cucumbers, 1 bushel..	1 00	Pumpkins, 75.....	15 00
Currants, 200 pounds..	16 00	Radishes, 136 bushels.	272 00
Eggs, 95 dozen... ..	19 00	Spinach, 135 barrels...	306 00
Egg plants, 14.....	2 10	Sprouts, 72 barrels...	108 00
Leeks, 1,490 bunches..	89 40	Sweet corn, 683 dozen.	170 75
Lettuce, 239 bushels...	4 78	String beans, 75 bushels	75 00
Milk, 4,455 quarts.....	245 02	Tomatoes, 406 bushels.	406 00
Onions (green), 40 bchs..	4 00	Turnips, 200 bushels..	60 00
	<hr/>		<hr/>
Amount carried up...	\$2,234 92		\$4,374 17

SEAMSTRESS ROOMS.

(Articles made in addition to a large amount of work done in mending, alterations, etc.)

Aprons.....	575	Pillow cases.....	550
Bags.....	80	Screens.....	15
Chemises.....	143	Sheets.....	560
Cloaks.....	9	Shirts.....	336
Counterpanes.....	111	Skirts.....	60
Curtains.....	105	Table cloths.....	80
Drawers.....	148	Towels.....	1,115
Dresses.....	290	Towels (slate)..	285
Napkins.....	108	Under vests.....	140
Night dresses.....	150		

REPAIRS AND IMPROVEMENTS.

The repairs and improvements have been limited to those of the greatest importance. The annual expenses in so large an establishment are necessarily great, even when the ordinary repairs are considered.

Whatever extraordinary expenditures may be desired or demanded, we are at times reluctantly obliged to await the consideration and generosity of the benevolent before attempting to meet them.

1. At the Main Institution at Fanwood, a portion of the repairs which were authorized by your Board in February last, have been accomplished. Others, requiring more time, are either in progress or receiving further consideration by the Executive Committee. During the vacation, the usual repairs—carpenter and mason work, kalsomining and painting—were attended to, and the buildings thoroughly renovated. Special attention was given to the sewers, plumbing and ventilation at the main building and Mansion House.

2. The artesian well at the farm at Tarrytown, under the direction of Mr. Jesse Button, Contractor, has been successfully completed at the depth of 447 feet. From the report of Mr. J. Munckwitz, Architect, we learn that the well will yield 200 gallons of water per minute at the depth of 19 feet from the surface of the ground. An outlet located four feet from the top of the well, is found to yield an overflow of 11 gallons per minute.

The improvement in the character of the water is such that it is now used for drinking, as well as for cooking and laundry purposes.

The arrangements for the free use of the water from the well have been completed by a change in the size of the steam pump and a few improvements in the condition of the steam heating boiler. The supply answers all the purposes of the main building, barn and garden, without serious additional expense, and the apparatus is conveniently looked after by the fireman who attends to the heating of the building.

Quite an outlay in labor has been required in repairing the walls of

the brook running through the grounds, and the bank extending along the Hudson River.

MEDICAL.

The following cases of illness received special medical attention. Those of an ordinary character were treated in the Infirmary. All of an epidemic form were removed at once to the Cottage Hospital.

	Males.	Females.	Total.
Abscess	4	2	6
Bronchitis	5	2	7
Catarrh	9		9
Chills and fever	8	5	13
Chicken Pox	1	7	8
Chorea		1	1
Conjunctivitis	2	2	4
Croup	7	4	11
Debility	1	2	3
Diarrhœa	4	4	8
Diphtheria	2	1	3
Ecthyma	1	1	2
Eczema		3	3
Epilepsy	2		2
Erysipelas	2	1	3
Fracture (clavicle, radius (2), finger)..	4		4
Granular Lids	1	1	2
Hysteria	1		1
Influenza	3	1	4
Injury	8	2	10
Keratitis		1	1
Malarial fever	3	7	10
Measles	41	21	62
Mumps (11 double, 2 single)	13		13
Nostalgia	1		1
Otitis		1	1
Pemphigus	1		1
Pleurisy	1	1	2
Pneumonia (3 single, 1 double). ...	4		4
Rheumatism		1	1
Scarlet fever	8		8
Sudamina		1	1
Tonsilitis	29	16	45
Typhoid fever	19	8	27

The statistics show an unusual amount of illness in our household during the term. A similar class of diseases to those occurring with us were prevalent throughout the community. Atmospheric influences were most marked with frequent changes, extremes of temperature, and unusual dampness. In October and November, malarial diseases were particularly prominent. Early in December, one female and eleven male pupils were taken with typhoid fever. They were promptly moved to our Cottage hospital, and every preparation made for their proper care and treatment. In January several more cases developed, and all received careful treatment.

The whole number of pupils under treatment comprised nineteen boys and eight girls. Of this number only one male died. He was 17 years old, and the first person taken with the disease. He was naturally of a delicate constitution, and after an absence of two years from the school had been but recently re-admitted, and for several months previously resided in an unhealthy part of the city under very depressing influences.

During the months of April, May and June, measles prevailed in an epidemic form. Complications with croup, diphtheria, and pneumonia occurred in a few instances, and in four cases a relapse or second attack of measles. The whole number ill comprised 41 males and 21 females.

Five deaths took place at the Institution within the year. One was a boy aged 17, from acute peritonitis, the result of an injury or disease existing previous to admission. The second, a boy aged 17, from typhoid fever, before mentioned. The third, a girl aged 9, from membranous croup, following an attack of measles. The fourth, a boy aged 8, from diphtheria, following measles. The fifth, a boy aged 15, from diphtheria, following pneumonia.

An inspection of the buildings and grounds in December, and again in January, was made by Dr. E. G. Janeway, of the Board of Health, Dr. E. H. Jaynes, Assistant Sanitary Superintendent, and T. J. Neales, Engineer. The recommendations subsequently presented by the Board of Health received at once the special attention of the Board of Directors.

Dr. William Frothingham, of Washington Heights, and Dr. Everett Herrick, of New York, the consulting physicians of the Institution, made frequent visits during the illness of the pupils, and rendered valuable assistance by their advice and counsel.

The cheerful and faithful attention to the sick by the matrons, Miss S. J. Butler, and Miss A. E. Rhoades, and of the night nurses, Miss Mary Frazer, Miss M. J. Millard, and Mrs. Kate C. Nolan, is worthy of special commendation and praise. The fact that all of the

nurses, and other assistants in the care of the children, were able to communicate with them readily in the sign-language, rendered their services particularly valuable.

ACKNOWLEDGMENTS.

The following list of periodicals and newspapers, furnished gratuitously by the Editors and Proprietors, have been most gratefully received and thoroughly appreciated by the pupils :

Monthly.

American Agriculturist, New York City.
 Sunday School Journal, New York City.
 Our Record, Buffalo, N. Y.
 Mute Journal of Nebraska, Omaha, Neb.
 The Mute Ranger, Austin, Texas.

Semi-Monthly.

Sunday School Advocate, New York City.
 Deaf-Mute Record, Fulton, Mo.
 Silent Observer, Knoxville, Tenn.
 Mutes' Companion, Faribault, Minn. (Two copies.)

Semi-Weekly.

New York Times.
 New York World.

Weekly.

The Evangelist, New York City.
 The Newburgh Weekly Journal, Newburgh, N. Y.
 The Utica Weekly Herald, Utica, N. Y.
 The Watertown Reformer, Watertown, N. Y.
 The Rome Sentinel, Rome, N. Y.
 The Saratogian, Saratoga Springs, N. Y.
 The Weekly State Gazette, Trenton, N. J.
 New Jersey Standard, Red Bank, N. J.
 The Kentucky Deaf-Mute, Danville, Ky. (Two copies.)
 The Goodson Gazette, Staunton, Va. (Two copies.)
 The Deaf-Mute Mirror, Flint, Mich. (Two copies.)
 The Vis-a-Vis, Columbus, Ohio.
 Deaf-Mute Hawkeye, Council Bluffs, Iowa.
 The Deaf-Mute Advance, Jacksonville, Ill.
 The Deaf-Mute Press, Delavan, Wis.
 The Modern Times, Delavan, Wis. (Two copies.)
 The Deaf-Mutes' Journal, New York City. (Two copies.)
 The Deaf-Mute Index, Colorado Springs, Col.
 The Frontiersman, Denver, Col. (Two copies.)

The Tablet, Romney, W. Va.

The Kansas Star, Olathe, Kansas.

The Chicago Letter, Chicago, Ill.

The New Rochelle Press, New Rochelle, N. Y.

Jersey City Standard, Jersey City, N. J.

From Mr. William A. Wheelock, we have received three valuable oil paintings—a series representing the Crucifixion, elegantly framed, and which very appropriately adorn the walls of the Chapel.

From Edward M. Gallaudet, Ph.D., LL.D., of Washington, a fine photograph of the Deaf-Mute College, at Kendall Green, Washington, D. C.

From Benjamin H. Field, Esq., ten dollars for an entertainment for the little boys at Tarrytown on exhibition day, and for one year's subscription to the Tarrytown Argus.

From Miss Jane T. Meigs, 16 bound volumes for the Library.

From Mr. John H. Tiedemann, five dollars to be spent for the diversion of the pupils remaining at the Institution for the vacation.

From Mrs. John T. Terry, and Mrs. Joseph W. Patterson, members of the Ladies' Committee, a supply of presents for the Christmas tree at the Branch Institution.

And from Mr. A. S. Briggs, a special treat of strawberries for the little boys.

We are also indebted to the officers of the New York, Lake Erie & Western Railroad, and to the Peoples Line of Steamers, for half-fare tickets for the pupils returning to their homes for the vacation.

The annual reports of the Commissioner of Education, for 1878, the Superintendent of public Instruction, and the State Board of Charities for 1880, have also been received.

CONCLUSION.

The two branch Institutions for the primary department of boys are still kept in excellent working condition, and are demonstrating most effectually the wisdom of the Directors in establishing them.

Mrs. Frances D. Rice, who for the past eight years has so efficiently and creditably filled the position of Matron in the primary department of boys—first at the Mansion House, and of late at the Branch School at Tarrytown—resigned in August last. The position thus made vacant has been filled by the appointment of Miss S. J. Butler, who for several years past has most successfully filled the position of Matron of the Hospital Department at Fanwood.

The services of Mrs. Lillian Berryhill, a person of experience in the care of the sick, have been obtained for the position of Matron of the Hospital Department.

In April last, Dr. J. H. Furman, at Tarrytown, was appointed by your Board as visiting physician at the Branch Institution, and for the

further protection of its inmates, the employment of a night-watchman was authorized and a suitable person employed.

It is with pleasure I am enabled to record the continued faithful and cheerful coöperation of the various officers and assistants at all times, and especially in assuming extra duties and cares necessarily devolving upon them in the various departments during the disturbed period of the household.

The measure of good deeds done, and the multiplied benefits accruing to individual members, can not easily be estimated. The Providential mercies experienced in the course of a year, in so large an establishment, can hardly fail to command recognition, and to encourage the hearts and efforts of those who are required to assume the varied responsibilities.

Respectfully submitted.

WILLIAM PORTER,

Superintendent and Physician.

NEW YORK, September 30, 1881.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING SEPTEMBER 30, 1881.

MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Aby, Louis N.....	West Troy.....	Albany.
Adkins, Charles A.....	New York.....	New York.
Anhalt, George, Jr.....	New York.....	New York.
Atkinson, William.....	Patterson.....	Passaic, N. J.
Avens, Frank.....	Brooklyn.....	Kings.
Baars, Frederick W.....	Brooklyn.....	Kings.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barger, Charles.....	Putnam Valley.....	Putnam.
Bauer, Michael.....	New York.....	New York.
Baxter, Archibald McC....	New York.....	New York.
Bechard, Alfred.....	Cohoes.....	Albany.
Becker, John R.....	Easton.....	Washington.
Bentley, Thomas, Jr.....	New York.....	New York.
Berray, Seymour A.....	Walton.....	Delaware.
Bettels, Henry.....	New York.....	New York.
Betz, Henry, Jr.....	New York.....	New York.
Beyer, Henry.....	New York.....	New York.
Bingham, Walter L.....	Mebanesville.....	North Carolina.
Black, John M.....	Rahway.....	Union, N. J.
Blake, Charles F.....	Brooklyn.....	Kings.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bousfield, Alfred H.....	Madison.....	Morris, N. J.
Bowers, Wilber L.....	Brooklyn.....	Kings.
Bowker, Isaac B.....	Trenton.....	Mercer, N. J.
Bradley, James.....	Orange.....	Essex, N. J.
Brauer, Albert.....	Brooklyn.....	Kings.
Brede, Louis.....	Jersey City.....	Hudson, N. J.
Brede, Peter.....	Jersey City.....	Hudson, N. J.

Name.	Town.	County.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn	Kings.
Brockman, Isaac.....	New York.....	New York.
Brown, Daniel H.....	New York.....	New York.
Brown, Ellsworth A.....	Kirkland.....	Oneida.
Buermann, Henry.....	New York.....	New York.
Burkhardt, Julius.....	Brooklyn.....	Kings.
Burland, Nicholas.....	Hurley.....	Ulster.
Butterly, Peter, Jr.....	New York.....	New York.
Caldicott, Frederick S.....	Newark	Essex, N. J.
Calwell, William.....	Albany.....	Albany.
Cannon, Anthony.....	Hoboken	Hudson, N. J.
Capelli, Anthony.....	New York.....	New York.
Carlman, Thure E.....	Albany.....	Albany.
Caton, James H.....	Lloyd.....	Ulster.
Childs, Waldo C.....	Albany.....	Albany.
Chinery, John F.....	New York.....	New York.
Clark, James.....	Paterson	Passaic, N. J.
Clinton, Richard T.....	New York.....	New York.
Cohen, Henry.....	New York.....	New York.
Connor, James.....	Passaic.....	Passaic, N. J.
Connors, John, Jr.....	Watervliet.....	Albany.
Coombs, William.....	New York.....	New York.
Costuma, David.....	New York.....	New York.
Cotter, John P.....	Newark.....	Essex, N. J.
Cotter, William, Jr.....	New York.....	New York.
Coulter, Arthur W.....	New York.....	New York.
Craft, Charles.....	Unionvale.....	Dutchess.
Crooken, Francis.....	New York.....	New York.
Cunningham, Dennis	Hudson.....	Columbia.
Dackerman, Philip.....	Brooklyn.....	Kings.
Davis, Henry A.....	New York.....	New York.
Davis, Joseph B.....	New York.....	New York.
Davit, Henry.....	Kingston.....	Ulster.
Delaney, John H.....	New York.....	New York.
Dobbs, John H.....	New Windsor	Orange.
Donnelly, James F.....	New York.....	New York.
Donnelly, Joseph H.....	New York.....	New York.
Donohue, William, Jr.....	Binghamton	Broome.
Drum, Jeremiah.....	Troy.....	Rensselaer.
Dundon, John H.....	New York.....	New York.
Dunn, Uylsses G.....	Paris.....	Oneida.
Durian, William.....	New York.....	New York.

Name.	Town.	County.
Ecka, Frank.....	Brooklyn.....	Kings.
Eckert, Frederick.....	New York.....	New York.
Edwards, Sidney.....	Youngsville.....	Sullivan.
Egan, Michael.....	New York.....	New York.
Ekartd, Frederick.....	New York.....	New York.
Engle, Paul.....	Berne.....	Albany.
Enz, William.....	New York.....	New York.
Erdmann, Gustave.....	New York.....	New York.
Ersinger, William S.....	Newark.....	Essex, N. J.
Falte, August.....	New York.....	New York.
Farrel, John.....	New York.....	New York.
Felton, Fred, Jr.....	Sheridan.....	Chautauqua.
Fenton, George E.....	Pitcher.....	Chenango.
Fisher, George T.....	Dunkirk.....	Chautauqua.
Flanagan, Wm. H., Jr.....	Newburg.....	Orange.
Fogle, Peter.....	Albany.....	Albany.
Fosmire, William H.....	Troy.....	Rensselaer.
Freid, Mayxea.....	New York.....	New York.
Friday, Benjamin.....	Albany.....	Albany.
Friess, George.....	New York.....	New York.
Fritz, John.....	Brooklyn.....	Kings.
Gallagher, Bernard.....	New York.....	New York.
Gallagher, James.....	Metuchen.....	Middlesex, N. J.
Garson, Eli, Jr.....	Black Brook.....	Clinton.
Garrison, John H.....	Troy.....	Rensselaer.
Gately, Patrick J.....	New York.....	New York.
Gehring, Louis.....	Brooklyn.....	Kings.
Gilmore, William.....	New York.....	New York.
Glass, John.....	New York.....	New York.
Gleason, Frank.....	New York.....	New York.
Gleason, George.....	New York.....	New York.
Glosque, Joseph, Jr.....	Yonkers.....	Westchester.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Golland, Isaac, Jr.....	New York.....	New York.
Goor, John.....	New York.....	New York.
Gordon, Washington A.....	Brookhaven.....	Suffolk.
Gorman, Michael.....	New Monmouth....	Monmouth, N. J.
Graham, Charles E.....	DeRuyter.....	Madison.
Grant, Robert H.....	New York.....	New York.
Gundersdorff, Edward.....	Hoboken.....	Hudson, N. J.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Haight, Tilson W.....	New York.....	New York.

Name.	Town.	County.
Hall, George W.....	New York.....	New York.
Hamm, Henry.....	New York.....	New York.
Hanley, Dennis.....	Kingston.....	Ulster.
Hanneman, Abraham.....	New York.....	New York.
Hanneman, Herman.....	New York.....	New York.
Hanneman, Julius.....	New York.....	New York.
Harris, William I.....	New York.....	New York.
Harth, Robert.....	New York.....	New York.
Hartigan, George.....	New York.....	New York.
Hathaway, Charles W.....	New York.....	New York.
Held, Henry.....	Albany.....	Albany.
Heller, Robert C.....	Musconetcong.....	Hunterdon, N. J.
Henriques, Herbert H.....	Brooklyn.....	Kings.
Henry, Robert J.....	York.....	Livingston.
Herrick, Richard.....	Farmersville.....	Cattaraugus.
Herrmann, Lewis.....	New York.....	New York.
Heslin, Lawrence F.....	Brooklyn.....	Kings.
Hewitt, Frederick W.....	Brooklyn.....	Kings.
Hopper, Thomas N.....	Newark.....	Essex, N. J.
Houck, Frank M.....	Arkwright.....	Chautauqua.
Howard, Edward.....	Baileytown.....	Salem, N. J.
Hunt, John S.....	Blooming Grove...	Orange.
Huyskamp, Henry.....	Hohokus.....	Bergen, N. J.
Ingebrand, John, Jr.....	New York.....	New York.
Innis, William.....	New York.....	New York.
Jacobs, Jacob.....	Brooklyn.....	Kings.
Jamieson, Thomas, Jr.....	Flatbush.....	Kings.
Jastram, Charles.....	New York.....	New York.
Jaynes, John W.....	New York.....	New York.
Johnson, Philip.....	North Greenbush..	Rensselaer.
Joseph, Harry.....	New York.....	New York.
Jourdan, Frank.....	New York.....	New York.
Kansridle, John, Jr.....	New York.....	New York.
Keegan, Teddy.....	Brooklyn.....	Kings.
Kees, Paul.....	Newark.....	Essex, N. J.
Kennedy, Henry J.....	New York.....	New York.
Kerr, Robert S.....	Rahway.....	Union, N. J.
Kickens, John.....	Hoboken.....	Hudson, N. J.
Kiesewetter, Charles.....	New York.....	New York.
Kinley, Charles J.....	Yorktown.....	Westchester.
Kinney, Peter.....	Newark.....	Essex, N. J.
Kistler, Jacob A.....	New York.....	New York.
Knox, Frederick.....	Brooklyn.....	Kings.

Name.	Town,	County.
Koener, Adam.....	New York.....	New York.
Koenig, Carl.....	New York.....	New York.
Koffer, John.....	New York.....	New York.
Kohler, Max.....	New York.....	New York.
Kreicheldorf, William.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Lancaster, Lucas C.....	Cornwall.....	Orange.
Lange, Charles.....	Brooklyn.....	Kings.
Lennon, John W.....	Olive.....	Ulster.
Letts, Charles.....	Salina.....	Onondaga.
Lever, Joseph D.....	German Flats.....	Herkimer.
Lloyd, John, Jr.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.
Lorcer, Theodore.....	New York.....	New York.
Lounsbury, Theodore J....	New York.....	New York.
Loyd, James B.....	Westfield.....	Chautauqua.
Lyng, Edwin.....	New Brunswick....	Middlesex, N. J.
Lyons, John W.....	Brooklyn.....	Kings.
Mann, Chester Q.....	New York.....	New York.
Matthews, Eugene.....	New York.....	New York.
Matthews, Peter E.....	Port Oram.....	Morris, N. J.
McConnell, Gibson.....	Poughkeepsie.....	Dutchess.
McCormick, Charles.....	New York.....	New York.
McDonald, Andrew.....	New York.....	New York.
McEvoy, John J.....	Fishkill.....	Dutchess.
McKerahan, Edward.....	New York.....	New York.
McVea, William.....	New York.....	New York.
Meade, Peter.....	Albany.....	Albany.
Meinken, Frederick W....	New York.....	New York.
Messer, Archibald.....	Albany.....	Albany.
Michel, Emil.....	New York.....	New York.
Miller, George W.....	New York.....	New York.
Miller, Joseph.....	Gilboa.....	Schoharie.
Miller, Max.....	New York.....	New York.
Minotti, Carlo.....	New York.....	New York.
Mitchell, Peter, Jr.....	New York.....	New York.
Montgomery, Curtis F....	Old Bridge.....	Middlesex, N. J.
Mooney, John.....	West Farms.....	Westchester.
Moore, John.....	New York.....	New York.
Moore, William, Jr.....	New York.....	New York.
Morisse, George H.....	New York.....	New York.
Morris, William.....	Beekman.....	Dutchess.

Name.	Town.	County.
Morris, William, Jr.....	Stapleton.....	Richmond.
Mull, Charles F.....	Albany.....	Albany.
Nash, James.....	Lenox.....	Madison.
Newman, Ashburnham C..	Lachine.....	Canada.
Newton, Charles D.....	Owego.....	Tioga.
Noble, Gifford J.....	Clinton.....	Dutchess.
Nutt, Frank.....	Trenton	Mercer, N. J.
Oakes, Charles D.....	New York.....	New York.
O'Brien, John.....	New York.....	New York.
O'Brien, John, Jr.....	New York.....	New York.
O'Connell, John, Jr.....	New York.....	New York.
Odell, George W.....	Rye.....	Westchester.
Ogle, John.....	Newburg.....	Orange.
Ogle, Robert.....	Newburg.....	Orange.
Ogle, William.....	Newburg.....	Orange.
O'Sullivan, Richard M....	New York.....	New York.
Owitz, Henry.....	New York.....	New York.
Pach, Alexander L.....	Red Bank.....	Monmouth, N. J.
Palmer, Myron.....	Coxsackie.....	Greene.
Paul, Andrew.....	Brooklyn	Kings.
Pechette, Charles.....	Cohoes.....	Albany.
Penrose, Frank T.....	Paterson	Passaic, N. J.
Perkins, George.....	Alfred	Alleghany.
Pidcock, Henry F.....	Lambertville.....	Hunderton, N. J.
Piñeres, Vicente G. de....	Bogota.....	U. S. of Colombia.
Pitt, William J.....	Haverstraw.....	Rockland.
Plunkett, James.....	New York.....	New York.
Porter, George S.....	Liberty	Sullivan.
Probst, Herman.....	New York.....	New York.
Quigg, John.....	Kingston.....	Ulster.
Reid, William.....	New York.....	New York.
Reider, Charles E.....	Washington.....	Warren, N. J.
Reilly, William J.....	New York.....	New York.
Reinbold, Louis.....	Wheatfield.....	Niagara.
Reininger, Adolph.....	New York.....	New York.
Reininger, Joseph	New York.....	New York.
Roberts, John J.....	New York.....	New York.
Robinson, Stanley	Jamesburg	Middlesex, N. J.
Rose, Theron.....	Lloyd	Ulster.
Rose, William.....	New York.....	New York.
Rosenecter, Powell.....	New York.....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rudolph, Frederick.....	New York.....	New York.

Name.	Town.	County.
Russell, Frank E.....	Brooklyn	Kings.
Ryckman, William A.....	New York.....	New York.
Salter, William L.....	Delaware.....	Hunterdon, N. J.
Schanck, Henry.....	Freehold.....	Monmouth, N. J.
Scharlin, Jacob.....	New York.....	New York.
Scheifer, Emil F.....	Montclair	Essex, N. J.
Schenck, Walter.....	Flushing.....	Queens.
Schleich, Martin, Jr.....	Brooklyn	Kings
Schmidt, Charles.....	New York.....	New York.
Schmidt, George.....	New York.....	New York.
Schnakenberg, Henry.....	Hoboken.....	Hudson, N. J.
Schneider, Edward.....	New York.....	New York.
Schuermann, Henry B....	Neu vy.....	Bergen, N. J.
Schwares, Charles.....	New York....	New York.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seelig, Henry.....	New York.....	New York.
Seiderer Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.
Sexton, Richard M.....	Hague	Warren.
Shanks, William G.....	Albany.....	Albany.
Sharkey, Philip.....	Albany.....	Albany.
Sherran, Charles.....	Hempstead.....	Queens.
Silvermond, Adolph.....	Jersey City.....	Hudson, N. J.
Sinclair, Austin.....	Perryville.....	Hunterdon, N. J.
Singer, Eugene H.....	New York.....	New York.
Slattery, John.....	Milton.....	Saratoga.
Smith, Burdette	Albany.....	Albany.
Smith, Elmer E.....	French Creek.....	Chautauqua.
Smith, Louis G.....	Rensselaerville....	Albany.
Soldwedel, Louis.....	New York.....	New York.
Sparrow, Charles H.....	New York.....	New York.
Spring, Henry	New York.....	New York.
Stackpole, Thomas.....	Matteawan.....	Dutchess.
Stauch, John.....	New York.....	New York.
Stephenson, John.....	Wilmington.....	Essex.
Stevens, William H.....	Somerville.....	Somerset, N. J.
Storm, Frederic T.....	Middletown.....	Orange.
Stowell, Charles W.....	Buffalo.....	Erie.
Stratton, James W.....	New York.....	New York.
Strope, Lawrence D.....	Stockport	Columbia.
Sullivan, Dennis.....	Haverstraw.....	Rockland.
Taplin, John E.....	Brooklyn.....	Kings.
Thomas, Arthur L.....	Catskill.....	Greene.

Name.	Town.	County.
Thompson, Charles T.....	Brooklyn.....	Kings.
Thompson, James.....	New York.....	New York.
Thorne, James T.....	Newburg.....	Orange.
Tillman, Frederick.....	New York.....	New York.
Toohey, Joseph.....	New York.....	New York.
Torsney, John.....	Minneville.....	Essex.
Totten, Oscar J.....	New York.....	New York.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Tyler, Ira.....	New York.....	New York.
Vallely, John.....	New York.....	New York.
Valentine, Henry C.....	New York.....	New York.
Van Auken, Elmer E.....	Sterling.....	Cayuga.
Vandegrift, George.....	Schoharie.....	Schoharie.
Van Pelt, Calvin N.....	Matawan.....	Monmouth, N. J.
Wagele, Antoine.....	New York.....	New York.
Wagele, Joseph.....	Long Island City...	Queens.
Walker, William.....	Elmira.....	Chemung.
Wall, Frank C.....	Washington Valley.	Somerset, N. J.
Wankowski, Frank.....	Ossining.....	Westchester.
Watkins, William, Jr.....	Albany.....	Albany.
Watson, William W.....	Yonkers.....	Westchester.
Weller, George T.....	Crawford.....	Orange.
Welsh, John.....	Jersey City Heights.	Hudson, N. J.
Wentz, Heinrich.....	Jersey City.....	Hudson, N. J.
West, Eugene A.....	Linklaen.....	Chenango,
Whalen, Edward.....	New York.....	New York.
Whalen, William.....	Metuchen.....	Middlesex, N. J.
White, Alexander.....	Jersey City.....	Hudson, N. J.
Wicke, Frederick C.....	New York.....	New York.
Wilken, Julius.....	Flushing.....	Queens.
Williams, James.....	Jersey City.....	Hudson, N. J.
Williamson, John A.....	Lambertville.....	Hunterdon, N. J.
Winn, Timothy.....	Haverstraw.....	Rockland.
Winne, Solomon.....	Kingston.....	Ulster.
Woodin, Lister.....	Dover.....	Dutchess.
Wormer, Edmond R.....	Albany.....	Albany.
Wormeth, George W.....	Delaware.....	Sullivan.
Zorn, Herman.....	New York.....	New York.
Zundel, Robert.....	New York.....	New York.

FEMALES.

Name.	Town.	County.
Ackermann, Josephine B..	Yonkers.....	Westchester.
Adams, Florence.....	Brooklyn	Kings.
Aird, Catherine.....	New York.....	New York.
Antusch, Amelia.....	Newton.....	Queens.
Ashmead, Amelia S.....	Jamaica.....	Queens.
Atwell, Ida M.....	Denning	Ulster.
Austin, Almeda M.....	Watertown.....	Jefferson.
Austin, Nellie.....	Hudson.....	Columbia.
Averell, Edith.....	Brooklyn	Kings.
Babcock, Edith.....	Southampton.....	Suffolk.
Baldwin, Catherine.....	Cambridge.....	Washington
Barragher, Mary L.....	Hancock.....	Delaware.
Barrett, Aleeta F.....	Bedford.....	Westchester.
Beesmer, Cora J.....	Olive.....	Ulster.
Bergen, Jane E.....	Somerville.....	Somerset, N. J.
Berley, Augusta.....	New York.....	New York.
Bins, Catharine.....	Schoharie.....	Schoharie.
Blaurock, Minna R.....	Orange.....	Essex, N. J.
Bogatiska, Margaret.....	New York.....	New York.
Bologne, Josephine.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York.....	New York.
Briggs, Sarah.....	Neversink.....	Sullivan.
Brown, Mary.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Bryan, Anna C.....	Bound Brook.....	Somerset, N. J.
Bucher, Frederika.....	Newark.....	Essex, N. J.
Burnard, Josephine.....	Raritan.....	Somerset, N. J.
Buss, Johanna.....	Hoboken.....	Hudson, N. J.
Butler, Phebe M.....	New York.....	New York.
Caldicott, Ada D.....	Newark.....	Essex, N. J.
Cheek, Mary E... ..	New York.....	New York.
Christian, Louisa.....	New York.....	New York.
Closson, Mary E. H.....	Trenton.....	Mercer, N. J.
Cobane, Annie.....	New York.....	New York.
Conklin, Lorena.....	Cochecton	Sullivan.
Coppock, Elizabeth A.....	Jersey City.....	Hudson, N. J.
Craig, Agnes.....	Brooklyn.....	Kings.
Croak, Maria.....	Watervliet.....	Albany.
Crolius, Grace.....	New York.....	New York.
Crolius, May C.....	New York.....	New York.
Dates, Nellie.....	Hector.....	Schuyler.

Name.	Town.	County.
Daven, Sarah A.....	Whippany.....	Morris, N. J.
Davenport, Lillie.....	New York.....	New York.
Davis, Clara E.....	New York.....	New York.
Day, Ida.....	Franklin Furnace..	Sussex, N. J.
Decker, Georgie.....	Montgomery.....	Orange.
Derrick, Ellen.....	Long Island.....	Queens.
DeWilleger, Isabella	New York.....	New York.
Dillingham, Ella.....	Brooklyn.....	Kings.
Donoho, Margaret A.....	New York.....	New York.
Doremus, Mary.....	Patterson.....	Passaic, N. J.
Ecka, Mina.....	Brooklyn.....	Kings.
Eckel, Ella L.....	Somerset.....	Union.
Eckert, Sarah L.....	New York.....	New York.
Felver, Calcine B.....	New Brunswick....	Middlesex, N. J.
Fish, Mabelle S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Fisher, Sarah B.....	Dunkirk.....	Chautauqua.
Flint, Cora B.....	Gainesville.....	Wyoming.
Flint, Minnie.....	Gainesville.....	Wyoming.
Frantz, Ella M.....	Ellenville.....	Ulster.
Freeholder, Eva.....	New York.....	New York.
Fullerton, Annie.....	Raritan.....	Middlesex, N. J.
Gallagher, Mary.....	Utica.....	Oneida.
Ganiard, Florence M.....	Brooklyn.....	Kings.
Gartland, Catherine E.....	Jersey City.....	Hudson, N. J.
Gibbons, Teresa.....	Greenburg	Westchester.
Goreth, Mary F.....	Walkill.....	Orange.
Gundersdorff, Amy.....	Hoboken.....	Hudson, N. J.
Hamilton, Martha A.....	Cobleskill....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Haws, Hattie.....	New York.....	New York.
Heller, Sarah A.....	Reigelsville.....	Warren, N. J.
Helst, Mary.....	New York.....	New York.
Hericht, Tillie.....	New York.....	New York.
Hitchcock, Effie A.....	Flint.....	Michigan.
Hitz, Matilda.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Horle, Matilda.....	New York.....	New York.
Housel, Helen E.....	Newark.....	Essex, N. J.
Housel, Minnie.....	Newark.....	Essex, N. J.
Howard, Annie M.....	Colchester.....	Delaware.
Hunt, Katie.....	Gates	Monroe.

Name.	Town.	County.
Jost, Mena.....	New York.....	New York.
Kaiser, Cornelia.....	New Paltz.....	Ulster.
Keefe, Catherine.....	Rockland.....	Sullivan.
Kelly, Mary A.....	New York.....	New York.
Kennedy, Eliza.....	Macedon.....	Wayne.
Kennedy, Mary.....	Macedon.....	Wayne.
Ketchum, Clara E.....	Greenbush.....	Rensselaer.
Kevitt, Hannah.....	Passaic.....	Passaic, N. J.
Kilroy, Catherine.....	Kingston.....	Ulster.
Knorr, Elizabeth.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Krause, Martha E. W.....	Brooklyn.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.
Kugler, Annie C.....	Ramapo.....	Rockland.
Kuhn, Cordelia E.....	Scholarie.....	Scholarie.
Lambertson, Helena.....	Madison.....	Middlesex, N. J.
Lamm, Bertha.....	Brooklyn.....	Kings.
Landt, Lina.....	New York.....	New York.
Lang, Josephine.....	New York.....	New York.
Leghorn, Isabella.....	Newburgh.....	Orange.
Lent, Josephine.....	Peekskill.....	Westchester.
Lewis, Mary A.....	Albany.....	Albany.
Leiferenz, Freda.....	Albany.....	Albany.
Logue, Catherine.....	Yonkers.....	Westchester.
Long, Mary.....	New York.....	New York.
Long, Nellie.....	New York.....	New York.
Lungwitz, Lina.....	Brooklyn.....	Kings.
Marks, Anna.....	Middletown.....	Richmond.
Marks, Mary.....	New York.....	New York.
Marks, Rachel.....	Middletown.....	Richmond.
Marks, Sarah.....	New York.....	New York.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.
McClurg, Edna J.....	Richmond.....	Ontario.
McMillen, Elizabeth C....	New York.....	New York.
Meade, Mary.....	Albany.....	Albany.
Miller, Emma M.....	Newtown.....	Queens.
Mills, Grace.....	Newark.....	Essex, N. J.
Moon, Cora.....	Whitehall.....	Washington.
Morehouse, Mattie E.....	Newark.....	Essex, N. J.
Morrison, Jane.....	Jersey City Heights.	Hudson, N. J.
Munch, Frederika.....	Brooklyn.....	Kings.
Munson, Lizzie.....	Passaic.....	Passaic, N. J.

Name.	Town.	County.
Nathan, Rachel.....	New York.....	New York.
Nicholson, Mary.....	New York.....	New York.
Noble, Elizabeth.....	New York.....	New York.
O'Keefe, Margaret.....	New York.....	New York.
Palmatier, Mary E.....	White Plains.....	Westchester,
Penrose, Mary G.....	Paterson.....	Passaic, N. J.
Peterson, Bertha.....	New York.....	New York.
Pfeffer, Mary C.....	New York.....	New York.
Porter, Sarah A.....	New York.....	New York.
Post, Clara.....	Passaic.....	Passaic, N. J.
Powers, Carrie L.....	Brooklyn.....	Kings.
Price, Honora.....	Port Richmond....	Richmond.
Price, Mary E.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Rapp, Mary E.....	Albany.....	Albany.
Ray, Martha J.....	New York.....	New York.
Redner, Louisa.....	Utica.....	Oneida.
Reese, Sophia.....	Constantia.....	Oswego.
Regan, Helen.....	New York.....	New York.
Reycraft, Avis.....	Brooklyn.....	Kings.
Rinneberg, Annie.....	Brooklyn.....	Kings.
Rogers, Eugenia.....	New York.....	New York.
Rooney, Agnes M.....	New York.....	New York.
Rosenburg, Annie.....	New York.....	New York.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catherine.....	New York.....	New York.
Schroeder, Elizabeth.....	Newark.....	Essex, N. J.
Schwan, Moneka.....	Newark.....	Essex, N. J.
Schwartz, Libbie C.....	Delaware.....	Sullivan.
Seeley, Margaret.....	Port Monmouth....	Monmouth, N. J.
Shiek, Catherine.....	Brooklyn.....	Kings.
Siegler, Sarah C.....	Jersey City Heights.	Hudson, N. J.
Sitterly, Winnifred.....	Guilderland.....	Albany.
Solomon, Esther.....	New York.....	New York.
Somers, Mary W.....	Bound Brook.....	Middlesex, N. J.
Sprague, Carrie E.....	Rockland.....	Sullivan.
Springsteen, Mary E.....	Oceanic.....	Monmouth, N. J.
Starbuck, Anna L.....	Malta.....	Saratoga.
Stebbins, Sarah A.....	Wellsville.....	Allegany.
Stockner, Alice.....	New York.....	New York.
Sturmwald, Sarah.....	Brooklyn.....	Kings.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.

Thompson, Sarah C.....	Brooklyn	Kings.
Tiedemann, Margaret.....	New York.....	New York.
Tyrrel, Jeneva.....	Brooklyn	Kings.
Vanness, Ada.....	Newark.....	Essex, N. J.
Van Pelt, Josephine.....	Newark.....	Essex, N. J.
Van Varick, Isbella S.....	New York.....	New York.
Vogel, Bertha.....	New York.....	New York.
Vogel, Mary.....	Jersey City Heights.	Hudson, N. J.
Waidler, Ann L.....	L. I. City.....	Queens.
Way, Theodora V.....	Caneada	Allegany
Weidmann, Lizzie.....	New York.....	New York.
Wells, Emily.....	Harrisburg.....	Lewis.
Weyant, Mary A.....	Stony Point.....	Rockland.
Whitehead, Mary H.....	New York.....	New York.
Williams, Jane.....	Brooklyn.....	Kings.
Wolcott Adelia L.....	Caton.....	Steuben.
Woodruff, Margaret.....	Mendham.....	Morris, N. J.
Woods Florence.....	Syracuse	Onondaga.
Wortendyke, Martha.....	Jersey City Heights.	Hudson, N. J.
Zwiak, Emily.....	New York.....	New York.

Report of the Principal.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN:—In a work fraught with such difficulties as is the education of the deaf and dumb, it is impossible to rest satisfied, if every recurring year in the life of an Institution designed for their benefit, does not bring with it the evidence of substantial improvement, both in the methods employed and in the results accomplished. Not only must there be no step backward, but there must be many steps forward, if the object sought is ever to be realized so fully, that a great physical barrier to intellectual advancement shall be not only comparatively, but absolutely removed. That the efforts made in this direction during the year ending September 30th, 1881, just passed, have not been in vain, and that the educational department of the Institution under your charge has reached a plane where it can be depended upon to produce more uniform, if not, in exceptional cases, more striking results than have heretofore been regarded as practicable, it is to be hoped that this report may show.

The number of pupils under instruction within the twelve months embraced in this review, has been 519, of whom 328 are males and 191 females. One hundred of the boys between the ages of six and twelve have, as in former years, been separated from the others in two buildings, one a Mansion House on the grounds of the Institution at Washington Heights, and the other a Mansion House on the grounds at Tarrytown. Constituting two families of fifty, each with its own matron, teachers, caretakers and enclosures, they have exemplified in a most satisfactory manner the advantages to be derived from classification by buildings. In all the points of good order, propriety of conduct, contentment, cheerfulness, docility and enthusiastic interest in the instruction imparted, such perfection has been attained as to leave little to be desired ; and so thoroughly are all the physical and moral conditions of progress secured, that it is a serious question whether all the pupils of the Institution ought not eventually to be similarly provided for. Under such circumstances, the matter of the size of an institution would present no difficulties, for, while the

aggregate might be large, the subdivisions would be such as to give each pupil a distinctive and appropriate place in a household limited in its numbers and homogeneous in its composition. Provision could thus be made for indefinite expansion, as new buildings could from time to time be erected to keep pace with increased demands.

As it is, we have in the Main building at Washington Heights, a congregation of some four hundred deaf-mutes, about equally divided between the two sexes, with a common lecture hall, a common dining-room, and a common school house. There is, moreover, a separate building furnished with steam power and with mechanical appliances, where the industries are taught greatly to the benefit of those boys who have reached an age when a portion of their time may be utilized in preparing them for pursuits which will enable them to support themselves in after life—the girls being provided with similar rooms in that portion of the Main building which is devoted to their special and separate occupations, and taught the various branches of needlework, and some of the essential features of domestic usefulness.

The undesirable effects of aggregation are greatly modified, and the practical efficacy of instruction and supervision greatly enhanced by the separation of the pupils into two nearly equal divisions, one of which is in school, at prayers or in the lecture room, at the same time that the members of the other are at work or play. For the purposes of intellectual development, the morning hours are given to one of these divisions, and the afternoon hours to the other, the order being reversed during the week succeeding. In the evening, the boys of both divisions assemble in their general sitting-room for study, while the girls occupy a similar apartment for the same important purpose. The perfect quiet which reigns during the time devoted to this duty, the concentrated effort to store in the memory the words and phrases of a language, which is not, as with the hearing, the birthright of the deaf, and to gather information from books upon which silence once set her seal, are a commentary at once upon the good discipline which is able to keep in check, for their benefit, the exuberant spirits of youth, and also upon the desire for knowledge naturally felt by those in whose case every avenue thereto has long been closed.

Life in the Institution is by no means monotonous. The division of time is such that undue confinement is never felt, and plenty of leisure is afforded for conversation, which the habit of minute observation so characteristic of the deaf renders almost inexhaustible, for physical activity and recreation, and for sleep undisturbed by the sounds that interrupt the oblivion which so gratefully steals over the senses when tired Nature stands in need of restoration. Saturday, with its recurring sacrifices to Hygæa, its excursions to points of interest, and its evening exercises carefully arranged so that each week shall present

different characteristics from that which has preceded it, is an important feature in the round of enjoyment. On one such evening, there is a debate between carefully primed disputants; in the succeeding week, there are games in which pupils of either sex find separate amusement in their respective apartments; in the third week, a stereopticon exhibition, in which the world is laid under contribution for scenes appealing to the sense of the beautiful, the sublime or the marvelous; and in the fourth week, a reunion in which the opposite sexes learn the graces of social intercourse, at once so refining and so elevating in their influence. Sunday, with its repose, its appeals to faith in, reverence for and love to the Divine Being, its incitements to the higher and nobler aspirations which are, in a measure, repressed by the prosaic details of secular days, finds, in these Children of Silence, an appreciation born of their own unworldliness. The daily lectures, illustrated by apparatus, drawings and models, given to the separate divisions, keep alive a conscious sense of intellectual growth. Memorial days, when the history of the Institution, the career of Washington, the lessons of patriotism taught by the issues of the late civil war, are portrayed to the assembled school, give vividness to the conception of what is grand, heroic and praiseworthy in human action. Then there are special occasions of peripatetic instruction, where the teacher takes his pupils outside the walls which confine their daily course, and gives them those new and realistic views of nature and art for which the great city affords such ample opportunities. The visits of representative men and women, who, while gratifying, by their words and presence, the natural curiosity of those to whom they have become known by fame, bring with them the sweet balm of sympathy and appreciation, also have a distinctive influence upon the minds and hearts of those who find in the Institution a compensation for what would be otherwise an irremediable misfortune.

And all this freedom of enjoyment, and of mental and moral development is due to what? To an instrument supplied by nature as a substitution for a lost sense—a language which is seen, not heard, and which, existing in the mind as a necessity of thought, finds spontaneous expression when opportunity is given for its exercise.

Were instruction through this means of communication all that could be done for the deaf, even though it were impossible to give them a knowledge of written or spoken language, it would be much, very much, for it would elevate them above a mere animal existence, give them an intellectual life, and daily enjoyment, and open to them the hope of an immortality blessed with an ear to hear, a tongue to speak, and a voice to sing; but it would not fit them for a life in the great world which is not

conversant with their mode of thought and expression. It would not place them in a position to cope with hearing persons or to take part in their daily life. True, they might support themselves by means of manual labor, if the hand of benevolence should be extended to aid them in obtaining the opportunity to work, but this labor would be unalleviated drudgery, and it is a question whether the result would not be that they would be crowded out of all the positions in which their services might be made available, in consequence of the inconvenience arising from the difficulty of properly directing their efforts. They would, therefore, be compelled to form communities among themselves, to be directed by hearing persons who understood their signs and would be their medium of communication with the outside world. And even then, it is doubtful whether these communities would be self-supporting, and whether they would not have to depend, to a considerable extent, upon private charity, or continue to be, as in the time of their pupilage, wards of the State.

Happily, however, this question is not at issue. Since the time of De l'Épée, in the year 1755, the deaf have been taught, in numbers, to read, to write and to make mathematical calculations, and in our own Institution, the art has been practised for sixty-three years. In this, however, lies the great difficulty of our work. To give ideas through signs is easy. To enable the pupil to express these ideas in writing is an Herculean task. To explain the meaning of any given passage is a light matter to the skillful teacher. But to enable the pupil to read such a passage for himself without explanation, requires years of patient effort. It has been a problem which has engaged the close attention of teachers of the deaf for over one hundred and twenty-five years, and in no Institution has it been more closely studied than in ours.

One of the difficulties in the way of teaching language through signs, was that when the teacher gave an idea in this vernacular of the pupil, for him to render into words, it was necessary, on the part of the latter, to make a translation from the pictorial order of signs into the logical order of words. The original thought of the pupil existing in a series of pictures naturally represented by him in pictorial signs, it was habitual with him, when writing a sentence, to make two distinct mental endeavors—the first, to arrange his ideas in signs, so that he should be sure of what he had to say, the second, to apply the principles of grammar to their expression and follow the order of words thereby prescribed. So, in reading, the pupil, following the words, would be obliged to translate into mental signs, pictorial in their character, a thought expressed in a form absolutely foreign to his ordinary modes of conception. The result was that the process was too

difficult for young children ; and, hence, the early teachers of the deaf did not wish to commence their education under the age of ten or twelve years. The duller pupils, moreover, found it extremely difficult to keep up this double action of the mind, and they often so far failed, that, after years of study, they could read only the simplest language, written in the shortest sentences, and were constantly guilty of inversions, ellipses and misapplication of words, generally called deaf-mutisms, but really as characteristic of deficient linguists when translating from their own language into another. Still, in their studies, such as geography, history and biography, by dint of committing to memory and constant review, they were able to repeat, in the language of their text books, which, having been explained by signs, they clearly understood, answers to questions which made them appear to advantage on examinations.

The brighter pupils, however, with clear and logical minds, were able to grasp the principles taught them so well, that they became able to read books understandingly, with occasional reference to their teacher or to the dictionary for the meaning of individual words, and to launch out into original composition, or to hold conversation by writing, to such an extent as to justify the opinion, when they left school, that they had a practical knowledge of the English language.

Yet, even in *their* writings, there was a certain idiosyncrasy and an occasional lapse into unusual forms of expression, which indicated that they were deaf-mutes. In this they differed from another class of deaf persons, generally called semi-mutes, whose original modes of thought were not associated with signs and pictorial images, but with spoken words which the ear of childhood had appropriated as the vehicle of thought.

Such pupils there have always been in every Institution, and from it they derive such advantage that, if they are bright, they even surpass in intelligence and activity of mind those who possess all the senses.

Signs have upon them no deleterious effect, for, in reading and conversation, their minds naturally follow, not the order of pictorial images, but the order of words. On the contrary, they find in them a stimulating effect, for their graphic delineations give new force and vividness to expression.

To diminish the difficulties under which the deaf-mute labored, the late Dr. Harvey P. Peet prepared a course of instruction, comprised in several volumes, by which the principles of construction were so gradually presented, that it at once became popular among teachers of the deaf ; but this did not contemplate the abandonment of the ordinary use of signs, nor wholly obviate the tendency to a double translation, first from latent thought into signs, and then from signs into words.

It was reserved to one who had had over twenty years of experience under this efficient master, and who, when he succeeded him in the office of principal, was fully carrying out all his methods, to write out a series of lessons for the younger pupils, which made it possible to teach language directly without the use of signs, and to enable these children, from the start, to attach words directly to ideas without any intermediary except that of writing or the manual alphabet. Under this system, so fully explained in previous reports that an analysis of it, in this connection, would subserve no important purpose, language was learned by constant use in connection with circumstances devised for calling it out, and according to a well-defined plan of evolution. Every word, sentence and principle mastered, was a stepping stone to another that was to follow, and thus language came to be incorporated into the mind as a part of its essential furniture. There was no room for error, but it required time.

During the last year, however, the experiments in our class rooms have enabled us greatly to shorten this method, and to offer as a result, a substantial advance in the system of teaching the deaf and dumb, an advance of such a nature that there is every reason to believe that the deaf-mute will, in regard to his appreciation of and idiomatic use of alphabetic discourse, soon be brought upon a par with the semi-mute, and even with the hearing person of the same grade of intellect. It depends on the discovery that, when the pupil has acquired a certain degree of conception of the regimen of the sentence, through the method just alluded to, and a certain knowledge of signs, such as are used among the pupils of the Institution in their ordinary conversation, the teacher need only present to his eye, through the manual alphabet, the consecutive words of connected discourse, and require him to make the appropriate sign for each word as it is given him, to secure to him a comprehension of the whole. If there is any word which he does not understand, the teacher must of course explain it to him.

In order to fix his attention, moreover, it is important that he be required to reproduce, in writing, each sentence as it has been dictated.

This is the nearest approach possible to the method by which hearing children learn language. Words, phrases and sentences are spoken to them or in their presence, and by repeated efforts, they come to speak, as from themselves, such things as they have heard. Great use is also made of conversation, the teacher asking a question by dactylology and the pupil making a sign for each word as it is spelled and then writing out his answer. By means of the large slates with which the walls of the school rooms are lined, a whole class of twenty pupils can answer the same question at the same time, or reproduce sentences that have been dictated. Being thus constantly addressed in the English language, they become familiar with its forms, and are soon

able to follow its order. Reading thus becomes comparatively easy to them, for they have only to make a mental sign for each word, as the hearing child associates with it a mental sound, to understand the meaning of a passage within the scope of their comprehension.

The advantage of using the manual alphabet rather than writing, in dictating to the deaf, is not only that each word disappears before the next is formed, just as it does in speech, and has to be considered separately, connected in the memory with what precedes it, and interwoven by the judgment, as woof with warp, in the complex web of thought, but that, in anticipation of what is coming, the attention is more concentrated, and the mind kept more constantly on the alert.

No instrument of instruction can effectively take the place of the spelled word and the responsive sign. Articulation and lip reading cannot do it, for, when the teacher speaks the word, and the pupil is required to read it on his lips, the process must be far more tedious, because the labial indications given by speech are very much more indistinct and uncertain and require more reiteration, while the responsive articulation uttered by the pupil, has, to a mind which words have never reached through the ear, no such significance as the manual sign which nature and association constantly suggest.

It should not be inferred, however, that articulation and lip reading have no place in the education of the congenitally deaf. From the very nature of the case, unless there is a partial hearing, by which the ear can render some assistance, articulation is only an approximation to natural speech; and lip reading, in ease, certainty, and comfort, falls far short of natural audition. Still this approximation is often gratifying to parents and friends, and, in limited communications with other hearing persons, is often of great convenience. It should, therefore, when circumstances favor it, be taught for its own sake, as one of the instruments of expression.

With regard to the semi-mute, however, and the semi-deaf, there is no question about the importance of preserving and building up the power of speech, and accordingly, during the last year, as well as during many years preceding, all of these two classes of pupils have received special instruction in this respect. Visible speech continues to be the basis of phonic analysis, but increased attention has also been paid to oral reading, and, for this purpose, and as a standard of orthoepy, Monroe's series of readers has been adopted as presenting peculiar advantages.

Greater effort has, at the same time, been made to impart systematic instruction in articulation to the congenitally deaf, for the reason already mentioned; and in order to accomplish all that is possible for pupils of this class, two accomplished teachers, whose services we were very fortunate to secure, entered upon their duties on the 1st of April

last—Miss Annie B. Garrett, a graduate of the Boston School of Oratory, and Miss Elizabeth Mitchell—the one being assigned to the family of primary pupils, at Washington Heights, and the other to the similar family at Tarrytown. Thus, one hundred little boys, besides the other boys and girls taught in the Main building of the Institution, have been taken at the very outset of their career, and will be thoroughly tested, for a considerable time, as to their ability to acquire this important accomplishment.

There have been no other changes than those just mentioned, in the personality of the corps of instructors. They now number twenty, including the principal—9 ladies and 11 gentlemen. Their long experience and proved ability render their services very valuable to the Institution, and when we consider that many of them spend eight hours a day in the work of instruction, each teaching on an average 40 pupils in two classes, and most of them living out of the Institution, the expense of the Educational department, including salaries, books, apparatus, stationery, postage and appliances for instruction in art, cannot be regarded as excessive when estimated at \$53.32 for each pupil.

In the classification of the pupils for the new academical term commencing in September, with the single exception of the High Class, all the female pupils have been assigned to teachers of their own sex, and, excepting still further, the youngest of the classes in the main building, entirely separated from the boys in the class room. Considering how far these children are dependent upon their teachers for their opinions, and how isolated they are from parental influence while at school, this close association of our female pupils with refined, cultivated and sympathetic ladies, cannot but be regarded as in the highest degree favorable to the development of those virtues and graces which should be conspicuous in the character of every woman.

Great sorrow was felt by our household at the death, within the Academic year, of two of the benefactors of the Institution, who had been, for years, members of the Board of Directors—namely, the late treasurer, J. W. Patterson, Esq., and Samuel V. Hoffman, Esq., and found appropriate expression in resolutions passed by the officers, instructors and pupils, assembled to pay fitting tribute to the memory of these estimable men.

The interest which the directors in their private, as well as official capacity, have felt in the pupils of the Institution, both while in the immediate enjoyment of its benefits, and after they have left its fostering walls, has been shown in many benefactions, for which Heaven's rich blessings have been invoked upon their heads by the silent prayers of their deaf-mute friends.

To one of them, Mr. William A. Wheelock, it is due that especial acknowledgment should be given in this report, for the gift, during the year, of three large and valuable oil paintings, which recall to our pupils, when they are assembled for religious worship, the crucifixion, the death and the descent from the cross, of the Saviour of mankind.

The close attention paid to the details of the work of instruction, and the encouragement given to the principal, teachers and pupils, during the year, by the Committee of Instruction in their monthly visits, the examination of the classes by Hon. Neil Gilmour, the State Superintendent of Public Instruction, and his discriminating and sympathetic utterances and suggestions, and the careful investigations of Mrs. Charles Russell Lowell, of the Board of State Charities, also call for recognition and grateful appreciation.

Under such auspices, this work of pure benevolence can hardly fail to prosper, nor to receive alike the Divine favor and the support and encouragement of an enlightened and God-fearing people.

Very Respectfully,

Your Obedient Servant,

ISAAC LEWIS PEET.

NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, Dec. 5, 1881.

Report on the Annual Examination.

JUNE, 1881.

SUBMITTED BY AVERY T. BROWN, ESQ.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—The Annual Examination of the classes in your Institution was conducted this year on the fifteenth, sixteenth and seventeenth days of June, by your Committee, assisted by several gentlemen and ladies, whose interest in, and familiarity with educational matters, gave special value to their kind cōoperation.

The Primary Department at Tarrytown was examined on Wednesday, June 15th. On the following day, Thursday, June 16th, the classes at Washington Heights were examined, and on the final day, Friday, June 17th, was held the examination of the Department of Art.

On Sunday, June 19th, the Principal delivered the Closing Sermon, addressed to the pupils—especially those who were about to be graduated, and replete with advice suited to their peculiar circumstances. This sermon, written in full on the large slates in the chapel and delivered in forcible and graceful signs, was attentively followed by the pupils, who afterwards received each a printed copy. The closing exercises of the school year were held in the chapel of the Institution on Wednesday, June 22d, when diplomas of different grades were awarded to the pupils who had completed their corresponding courses of study, the prizes for excellence in various branches of study were given out, and an exhibition of the pupils was held, followed by the delivery of the Valedictory Address.

Before entering upon a detailed account of the examination, the Committee wish to give, in a few words, their general impressions as to the condition and working of the school. They note first the cheer-

fulness and good health evinced by the bright eyes, fresh faces and vigorous frames of these children and youth—evidences of a regimen in which study, labor and sport are judiciously mingled.

Another point worthy of special remark is the evident zest with which even the youngest pupils enter into their school-work. The school-boy here, albeit with “shining morning face,” is not to be found “creeping like snail reluctantly to school.”

The course of study remains substantially unchanged. The lectures spoken of in the last Report have been kept up through the year, and have proved full of interest and instruction. The prominence given during the last year to practice in letter-writing and written colloquies, was apparent in a more easy and idiomatic style.

Your Committee met with the same evidences of conscientious and intelligent teaching, with its appropriate results in the development of intelligence and building up of character, which former examiners have found.

The following schedule of classes, prepared by the Principal for the use of the examiners, gives full statistical information as to the classification, standing, aggregate yearly attendance, and attendance at examination, of the pupils, with the name of the teacher of each class.

SCHEDULE OF CLASSES, JUNE 15, 1881.

Class.	Division.	TEACHERS.	Standing.	Under instruction within the year.			Present at the Examination.		
				Males.	Females.	Total.	Males.	Females.	Total.
I.	1	Francis D. Clarke....	8 years.....	18	..	18	18	..	18
	2		7 years.....	20	..	20	19	..	19
II.	1	Jane T. Meigs.....	8 years.....	..	19	19	..	19	19
	2		1 to 5 years..	8	14	22	8	12	20
III.	1	Josephine L. Ensign..	6 years.....	..	22	22	..	19	19
	2		5 years.....	..	13	13	..	11	11
IV.	1	R. B. Lloyd.....	6 years.....	21	..	21	21	..	21
	2		5 years.....	21	..	21	20	..	20
V.	1	H. D. Reaves.....	4 years.....	22	..	22	22	..	22
	2		3½ years.....	19	..	19	17	..	17
VI.	1	Ida Montgomery.....	4 years.....	..	18	18	..	16	16
	2		3 years.....	..	19	19	..	19	19
VII.	1	G. C. W. Gamage....	3 years.....	20	..	20	19	..	19
	2		3 years.....	..	17	17	..	17	17
VIII.	1	Myra L. Barrager....	2½ years.....	..	17	17	..	17	17
	2		1½ years.....	..	16	16	..	16	16
IX.	1	W. G. Jones.....	2 years.....	20	..	20	20	..	20
	2		1 mo. to 1 year	12	16	28	9	15	24

JUVENILE DEPARTMENT.

(Children under 12 years of age.)

I.	1	L. C. Rice.....	4 years.....	4	..	4	4	..	4
	2		3 years.....	16	..	16	16	..	16
II.	1	C. W. Van Tassell...	8 years.....	15	..	15	13	..	13
	2		2 years.....	18	..	18	18	..	18
III.	1	T. H. Jewell.....	2 years.....	20	..	20	20	..	20
	2		1 mo. to 1 year	31	..	31	31	..	31

SPECIAL CLASS.

(Including Deaf, Dumb and Blind.—Vision extinct, 3; impaired, 4; perfect, 3.)

..	|	Chester Q. Mann.....	| 5 mos. to 6 yrs.	| 9	| 1	| 10	| 9	| 1	| 10
----	--	----------------------	------------------	---	---	----	---	---	----

ARTICULATING CLASS.

..	|	E. H. Currier.....	| 1 to 6 years.	| 10	| ..	| 10	| 10	| ..	| 10
----	--	--------------------	---------------	----	----	----	----	----	----

HIGH CLASS.

..	|	Weston Jenkins...	| 8 to 11 years..	| 16	| 16	| 32	| 14	| 18	| 27
				815	188	503	803	175	478

SPECIAL CLASSES.

ARTICULATION.

..	..	E. H. Currier.....	10	..	10	10	..	10
..	..	Weston Jenkins...	9	6	15	8	5	18
..	..	Jane T. Meigs	8	33	41	8	31	39
..	..	Maria Toles.....	32	37	69	31	34	65
..	..	Anna B. Garrett.....	51	..	51	51	..	51
..	..	Lizzie Mitchell.....	48	..	48	46	..	46
			158	76	234	154	70	224

DRAWING.

..	|	Carrie V. Hagadorn..	216	| 151	| 367	| 206	| 140	| 346
----	--	----------------------	-------	-----	-----	-----	-----	-----	-----

These classes were examined as follows :—

Class I.—Taught by Mr. F. D. Clarke. First division examined by Rev. S. H. Weston, D.D., on Thursday, June 16th. Second division examined on the same day by Rev. Oliver Crane, D.D.

Class II.—Taught by Miss Jane T. Meigs. Both divisions examined on Thursday, June 16th, by Mrs. E. H. Currier and Mrs. M. G. Riggs.

Class III.—Taught by Miss Josephine L. Ensign. Both divisions examined on Thursday, June 16th, by Mr. Theodore Peet.

Class IV.—Taught by Mr. R. B. Lloyd. First division examined on Thursday, June 16th, by Rev. John Chamberlain. Second division examined same day by Rev. Gideon Draper, D.D.

Class V.—Taught by Mr. H. D. Reaves. First division examined on Thursday, June 16th, by Rev. Gideon Draper, D.D. Second division examined same day by Avery T. Brown, Esq.

Class VI.—Taught by Miss Ida Montgomery. Both divisions examined on Thursday, June 16th, by Mrs. F. D. Clarke and Mrs. A. C. Cheney.

Class VII.—Taught by Mr. G. C. W. Gamage. Both divisions examined on Thursday, June 16th, by John Carlin, Esq.

Class VIII.—Division 1, taught by Miss Myra Barrager, examined Thursday, June 16th, by John Carlin, Esq. Division 2, taught by Miss Maria Toles, examined same day by Avery T. Brown, Esq.

Class IX.—Taught by Mr. W. G. Jones. First division examined on Thursday, June 16th, by John Carlin, Esq. Second division examined same day by Rev. Gideon Draper, D.D.

JUVENILE DEPARTMENT.

Class I.—Taught by Miss L. C. Rice. Examined Wednesday, June 15th, by M. B. Raymond, Esq.

Class II.—Taught by Mr. C. W. Van Tassel. Examined Wednesday, June 15th, by M. B. Raymond, Esq.

Class III.—Taught by Mr. T. H. Jewell. First division examined Thursday, June 16th, by Mr. E. H. Currier. Second division examined same day by Rev. S. H. Weston, D.D.

SPECIAL CLASSES.

High Class.—Taught by Mr. Weston Jenkins. Examined on Thursday, June 16th, by Mr. Marlborough Churchill, for nearly 30 years the Principal of the private Military School at Sing Sing, N. Y.

ARTICULATION CLASSES.

Class I.—Taught by Mr. E. H. Currier. Examined on Thursday, June 16th, by Rev. G. H. Payson.

Class II.—Taught by Miss Annie B. Garrett. Examined on Thursday, June 16th, by Rev. S H. Weston, D.D.

Class III.—Taught by Miss Lizzie Mitchell. Examined on Wednesday, June 15th, by M. B. Raymond, Esq.

Class IV.—Taught by Miss Maria Toles. Examined on Thursday, June 16th, by Mr. Currier.

CLASS OF BLIND PUPILS.

Taught by Mr. Chester Q. Mann. Examined on Thursday, June 16th, by Rev. John Chamberlain.

DEPARTMENT OF ART.

Taught by Miss Carrie V. Hagadorn. Examined on Friday, June 17th, by Albert Ballin, Esq.

The programmes of the studies of each class were furnished to the Committee, from which it appears that there was a regular gradation of studies from the lowest class to the High Class, represented as follows :

FIRST YEAR.

"Peet's Language Lessons," 60 pages, beginning with the names of twelve familiar objects, and bringing in personal pronouns, numerals, adjectives of form, color and size, verbs in different tenses—all combined in simple sentences of the declarative, imperative and interrogative forms, all of which refer to actions performed by the pupils or by their teacher.

"Peet's Scripture Lessons," begun. The nature of God and the immortality of the soul.

Arithmetic—counting in figures and words, as far as 1000.

SECOND YEAR.

"Peet's Language Lessons," completed and reviewed. In this book, practice is given in the use of all the parts of speech, with their various inflections, and in the less complicated forms of construction. A considerable vocabulary is also acquired by its use.

"Peet's Course of Instruction, Part III.," begun—a work prepared by the late H. P. Peet, LL.D., containing a History of Man, or sketch of an ideal human life from birth to old age and death, a description of some of the best known forms of animal life, and other reading matter, together with exercises adapted to render intelligible those peculiarities of our language which deaf-mutes find most difficult of comprehension.

"Peet's Scripture Lessons," continued.

Early Bible History.

Arithmetic—Addition and Subtraction.

THIRD YEAR.

"Peet's Language Lessons," reviewed, with original exercises on the same model.

"Peet's Course of Instruction, Part III.," continued.

"Peet's Scripture Lessons," continued. Selected Portions of the Bible studied.

Arithmetic, continued—Addition, Subtraction.

Model Letters, writing from dictation, and similar exercises.

FOURTH YEAR.

"Peet's Part III.," continued.

"Peet's Language Lessons," with original exercises.

"Peet's Scripture Lessons," continued. Selected passages from the Bible.

Arithmetic—Addition, Subtraction, and Multiplication.

Model Letters, and miscellaneous exercises in the use of language.

FIFTH YEAR.

Geography, begun.

History of the United States.

"Foster's Story of the Bible."

Arithmetic—Addition, Subtraction, Multiplication and Division.

"Peet's Course, Part III.," continued.

Model Letters, exercises based on "Peet's Language Lessons," and miscellaneous exercises in the use of language.

SIXTH YEAR.

Geography, continued.

History—general history.

"Foster's Story of the Bible," continued.

Arithmetic—U. S. Money, bills and accounts, tables.

Book-keeping, begun.

Model Letters, and other exercises in the use of language.

Biblical Instruction.

SEVENTH YEAR.

Geography—"Harper's School," a more advanced text book than that used in lower classes.

History—"Peet's United States," a full and accurate work.

Arithmetic—Through Common Fractions.

Book-keeping—Single entry.

Grammar, begun.

Model Letters, exercises based on "Peet's Language Lessons," dialogues, and other exercises in the use of language.

Biblical Instruction—Passages committed to memory, Chapters read and made the subject of questions and comment, etc.

EIGHTH YEAR.

Geography—"Harper's School Geography," continued.

History—"Berard's History of England."

Arithmetic—Percentage, interest, etc.

Grammar, continued.

Book-keeping, continued.

Annotated Poems—One of the series published by Lippincott is committed to memory, and made the subject of careful study.

Model Letters, dialogues, compositions, and other exercises in the use of language.

Biblical instruction, in various forms.

THE HIGH CLASS.

A curriculum of three years is laid out. That part of it which has been covered during the past year embraces the following studies :

Astronomy—A series of lessons prepared by a former teacher of the class.

Physics—Prof. Balfour Stewart's "Primer of Physics."

Grammar and Rhetoric—Prof. Kerl's work.

Moral Science—Wayland's.

Arithmetic—"Brooks' New Normal," completed.

Annotated Poems—Goldsmith's "Deserted Village," committed to memory and studied in its grammatical construction and its rhetorical relations.

Book-Keeping—By double entry.

Model Letters, dialogues, and other exercises in the use of language.

The attainments of the pupils were, by common consent of the examiners, very creditable, the work of the year having been characterized by great thoroughness. The teachers, all of whom have had long experience and are thoroughly conversant with the best methods of teaching, had evidently done their work faithfully, and had succeeded in inspiring their pupils with enthusiasm. In some of the classes, very marked improvement was manifest from the successful carrying out of the experiment introduced by the Principal, of constant dictation through the manual alphabet, with responsive gestures by the pupils as each word was spelled. This exercise is as nearly as possible equivalent to reading aloud in concert by a class of hearing children.

The general grade of the school is, in the judgment of your Committee, higher than ever before, and it is to be hoped that, with the evident advance in the mode of instruction from year to year, the attainments of the pupils will come to be absolute rather than relative.

The special class for the deaf, dumb and blind, is one of the most interesting features of the school. The unstinted labor bestowed on the

instruction of these doubly afflicted children, and the ingenuity and inventiveness shown in adapting old, and devising new methods for their peculiar needs, reflect the highest credit on the Institution.

The class in Articulation, under the instruction of Mr. E. H. Currier, has been taught with the most gratifying success; and increased attention has been paid to this branch, with very good results in the other classes of the school. Sixty-nine of these pupils, taught by Miss Toles, were especially noticeable for thorough drill in the elements of speech.

The instruction of the younger pupils in Articulation, by Miss Garrett, and Miss Mitchell, though begun less than three months before the examination, showed excellent results, and gives promise of high success in the future.

The Department of Art has been successfully carried on during the year. Its work was fully examined by Mr. Ballin, who though a recent graduate of this Institution is already in the successful practice of his profession as an artist, having received his bent towards art from the instruction here given.

CLOSING EXERCISES.

The closing exercises of the school year were held in the chapel of the Institution on Wednesday, June 22d, at 3 P.M. The attendance of friends of the Institution and of the general public was large, filling the room to overflowing, and the warmest interest was manifested.

After a few introductory remarks by the President, Hon. Henry E. Davies, LL.D., prayer was offered by Rev. Dr. Gallaudet. An exhibition of the pupils was then given by the Principal, Isaac Lewis Peet, LL.D. The first steps in education were first illustrated by exercises with children less than one year under instruction. Exercises by graduating members of the High Class followed, including examples of epistolary correspondence, answers to questions propounded by the audience, and other impromptu exercises. Exercises in articulation and lip-reading were then given, beginning with vocal drill in the elements of sound, by Miss Garrett, and including a recitation in concert, by pupils of Mr. Currier, of a passage from the Bible—emphasis and inflection being directed by gesture, as in the case of a musical conductor.

An address to the audience was written on the type-writer by the blind deaf-mute, James H. Caton, which was received by the audience with interest touched with emotion. In the intervals of these exercises, exhibitions were given of the sign-language in its various forms.

The following Valedictory, by Charles W. Hathaway, was then delivered by him in signs—the Principal meantime reading it for the benefit of those who were unable to understand the sign-language.

VALEDICTORY.

The Education of the Present.

In the days of old, it was the remark of more than one philosopher that, if it were possible to exhibit virtue in a personal form and clothed with attributes of sense, all men would unite in giving homage to her supremacy. The same thing is true of the other abstractions, and especially of the powers which work by social change, and which an enlightened age brings more prominently into notice. Could these powers be revealed to us in any symbolic incarnation—were it possible that but for one hour the steadfast march of their tendencies, their promises, and their shadowy menaces could be made apprehensible to the bodily eye—we should be startled, and oftentimes awestruck at the grandeur of the apparition. In particular, we may say that the advance of higher education, as it is carried forward by the impulse of man's nature to soar to loftier results, is being continually accelerated. Were this progress less stealthy and inaudible than it is, it would fix in every stage the attention of the inattentive and the anxiety of the careless. Like the fabulous music of the spheres, once allowed to break sonorously upon the human ear, it would render it deaf to all other sounds. Heard or not heard, however, marked or not marked, the rate of our advance is more than portentous.

Old things are passing away. We have ceased to wonder at the rapid succession of new objects to engage man's attention. Every year carries us round some obstructing angle—laying open suddenly before us vast resources of fresh prospects, and bringing within our horizon new agencies by which civilization is henceforth to work, and new difficulties against which it is to work—other forces for co-operation, other resistances for trial.

In tracing the history of the human race through the various generations which have been distinguished for intellectual pursuits and advancement, the philosophic enquirer cannot but observe that the magnificent creations of art, and the wonder-working discoveries in science have sprung from the mental resources of the first created. That these resources which one mind bequeaths to another, have been and are being steadily enlarged, a glance at the wealth of intellectual productions that we find so abundantly strewn around within our view will clearly prove. A radiant intellectual atmosphere that seems to be both around and above, enables our gaze to penetrate and seek out from the gloomy recesses of Science and Art fresh wonders and beauties that will call for the veneration of mankind.

What a glorious object for contemplation is the human intellect!

Never aspiring to the infinite, it has no boundaries to limit its desire to place before the world what was before unknown. We cannot persuade ourselves that the natural tendency of man is earthward—that gifted with divine capacities he is clogged with propensities that weigh him to the dust. A wise and beneficent Creator could not have given pinions where he forbade to soar, nor endowed with a genius fitted for the loftiest pleasures without a wish or a hope to lift the possessor from the earth. Observation convinces us that mankind are nearly alike—that all aspire to rise, and that improvement, both mental and moral, is illimitable. The boldest hope of the philanthropist cannot soar into a region which the reality in time may not attain.

Let the faculties of man be allowed to expand ; let him stand beneath the heavens the glorious and unhackled being which God originally made him, and who will presume to affix bounds to his destiny ?

Of all knowledge, that which pertains to an understanding of the Divine Protector of the universe is the essence of all happiness, and is imperishable. It clings to the spirit, and immortality reaps the harvest planted by mortality. Short sighted mortals—those who live only for to-day, and care mostly to gather the fleeting riches of earth—cannot feel the beauties laid before the mental faculties ; to them it is a land unexplored, a region unthought of. But will there not come a day of awakening ? Yes, O yes ! when such will find a just retribution in regret—regret at time misspent, at golden opportunities slighted.

When we survey the illuminated page of history, and look upon the names of the great men who have gone before us in every path of glory, we feel our eye turned from the career of war and of ambition, and involuntarily rest on those who have displayed the great truths of religion, who have investigated the laws of social welfare, or extended the sphere of human knowledge. These are honors which we feel have been gained without a crime, and that can be enjoyed without remorse. They are honors which can never die, which can shed lustre even upon the humblest head, and to which the young of every succeeding age will look up as their brightest incentives to the pursuit of a virtuous fame.

Let us each, my classmates, adopt for himself those noble lines in which Milton announced the purpose which was to rule his life, then in the flush of early manhood :

“ Yet be it less or more, or soon or slow,
It shall be still in strictest measure even,
To that same lot, however mean or high,
Toward which Time leads me, and the will of Heaven ;
All is, if I have grace to use it so,
As ever in my great Task-master's eye.”

Honorable Gentlemen of the Board of Directors :—Your exertions have proved to a doubting world what education can do for the deaf,

and you have performed your duty in a way that calls forth not only our gratitude but the admiration of others. Under your management and that of your predecessors, this Institution has arisen from a feeble beginning to the position of the largest and most important institution of its kind in the world. The State has placed in your hands resources your management of which the people have endorsed, and dove-eyed charity has made you her almoner when the State has not supplied all that was required.

May you never have cause to regret the interest you have taken in the silent ones of earth, and may the retrospect thereof prove a source of happiness in your declining years and give you a foretaste of that bliss which awaits you in the better life, where Benevolence such as yours finds its fitting reward. Thither, during the past year, have successively preceded you three of your number, whose faces we sadly miss on this occasion—the Rev. Dr. William Adams, Samuel V. Hoffman and Joseph W. Patterson. The memory of their good deeds is engraved upon our hearts. Neither here nor elsewhere will their names be forgotten. In departing from under your fostering care, we bid you a sad adieu.

To the Principal, Professors and Teachers, who have guided us in the path of knowledge, and been solicitous for the cultivation of our moral perception: What makes it necessary as a sacred duty to express to you our feelings of love and gratitude comes from the retrospect which the mind naturally takes of its former condition. By your instruction, our intellectual powers have been raised from an almost dormant state, to activity. The cloud that once hung before our mental perception has been lifted, and the vapor once cleared away, how grand is the prospect you have revealed to us. No longer need we be dependent. We see our duty and the course we must pursue to perform it so that we may be found acceptable by our Maker. You have unfolded to us in our moral education the sacred truths of Christianity, as you have to our mental perception the numerous beauties of the universe. Yours was a great task, fraught with difficulties from the outset strong enough in their opposition to daunt the stoutest heart. You have performed it nobly. It is and shall ever be our earnest hope that your lives may be crowned with happiness by the ripe fruits of your labor. To you we extend a tender and affectionate farewell.

To the Superintendent and others who have looked to our physical well being: We are now about to sever the links of the chain which has bound us so long amid pleasant associations as objects of your ministering care. The fruits of the many and priceless benefits you have conferred upon the silent ones placed under your care are observable in our ability to withstand those agencies which are continually working

against the physical constitution. It has devolved upon you to make our stay in this Institution a pleasant one. You have instilled habits of industry, while at the same time our rational desires have not been overlooked. The wants of our physical frames have been most carefully attended to. You have taught us how best we should employ our time. Our leisure, by your kindly exertions, has been rendered a source of rational enjoyment. We shall ever cherish you in our hearts, as directly concerned in the numerous benefits we now enjoy, the memory of which will in after years carry us back to the foundation of our entrance into life.

Graduating Classmates: You are now on the verge of a final adieu to pleasant scenes rendered familiar to your eyes, and sacred associations that will ever be remembered. A successful future awaits you if you will but make use of the golden opportunities that fortune will strew in your path through life. Be energetic and upright in your course, and steadfast and earnest in your purpose. For you will find that occupation is a glorious thing for the human mind; that those who use the faculties God has provided us with, seldom yield to fancied or real sorrow. When grief sits down and folds her hands and mournfully feeds upon her fears, weaving into a funeral pall the dim shadows which but a little exertion might sweep away, the strong spirit becomes shorn of its might, and sorrow becomes dominant over the spirit. Under the wise care of your *Alma Mater*, you have secured that priceless boon—a good education. This will enable you to rise in the world and achieve those honors which your fancy may have painted. You may differ in the acquirement of human learning. Yet the language of the stars is the same to all. You tread common ground, and feel—you all feel—those secret sympathies that have bound us together for so many years, and which sway and guide the bark of life. This world is before you; your course lies open, and it is for you to at once begin to tread it. Endeavor to do your best; remember the examples of the great and good, and ever, in your after life, conduct yourselves so that you will reflect both credit upon your own exertions, which will secure the esteem of the world, and honor upon your beloved *Alma Mater*, who has fostered you so long. We part, my classmates, to fill our stations in the great drama of life. Let us assume our new duties with light hearts, always viewing the bright side of whatever difficulties we encounter. May yours be a pleasant voyage through life, and if we meet not again this side the Golden Gate, may we reach the same haven at last, and be welcomed by Him who, while on earth, said to the deaf-mute “Ephphatha,” and, in Heaven, will fill him with the rapture born of celestial harmonies, striking upon a new-found sense. Farewell.

The following report on the examination of the High Class was then read by Prof. Churchill, and interpreted into signs for the benefit of the deaf-mutes present.

NEW YORK, June 20, 1881.

To the Committee of Examination of the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—I was happy to attend the Institution for the Instruction of the Deaf and Dumb, by invitation, as examiner of the High Class, for many years under the care of Prof. Weston Jenkins.

I came with little knowledge of what had actually been effected in elevating the condition of this afflicted class, and during the whole day, passed from one stage of surprise to another, with an ever increasing sense of delight at the scene, of appreciation of the great work in progress, and of gratitude to the good God for "the wonders that He doeth for the children of men." They who, almost within my own recollection, were, as a class, abandoned to a life of hopeless solitude, a useless existence, who were subjects of brutal indifference, of wonder among men at the Great Father's severity, and the cause of doubt concerning His goodness, have become intelligent, happy, self-respecting men and women, capable not only of enjoying many things in life, and of doing a real, earnest work in the world, but of contributing to, and making others' happiness, in the loveliest and holiest of relations.

The gradations of intelligence shown in the countenances and movements of the pupils, from the little beginner, not knowing why he is called upon to go through certain apparently trivial exercises, to the most advanced, with the expression of calm thought or eager interest, as the peculiar train of ideas incident to their condition or flashes of comprehension of what is presented to their notice, paint themselves to the sight, are evident to the most superficial observer and fill the thoughtful mind with sensations impossible to describe.

Among the members of the High Class there were in general prompt attention, earnest effort, a quiet gravity, accompanied at intervals by the ready smile of pleasure at every notice of them or their work, or of appreciation of the humor and wit which came forth in their exercises, or in the sayings of visitors.

Of Prof. Jenkins's admirable management of his class, of his evident control and influence over the pupils, of his power of gaining and holding their attention, of his skill and tact in conducting an examination extending over nearly six hours of actual work, of the evident faithfulness with which he had labored with them and among them, and of the results in their instruction in matters that must make up their life in this world, I can only speak with unmixed pleasure and approbation. He has done a good work.

He that expects, in any class of twenty-five pupils, uniform progress, or that which is satisfactory in all, must be content with disappointment, for he will surely meet it. But, with an experience of a life-time, I am prepared to say that in this class of deaf-mutes, there was in my case no disappointment. The result surpassed my expectations, and will compare not unfavorably, under the circumstances, with that attained among pupils having the advantage of hearing and speech. This may be partly owing perhaps to the fact that their attention is less diverted from the work before them by outside attractions and influences.

The exercises were begun by writing upon the blackboard a call upon the class for a statement of the studies pursued during the past year; for a letter of introduction and a letter of condolence. The replies to this call were presented in writing. They were of all lengths—from a bare statement in few words, to a full account of subjects with comments and expressions of preference, and a courteous welcome to the examiner, a graceful recommendation of a worthy applicant, or a feeling expression of sympathy with a friend in trouble or affliction. I need not speak of peculiarities of expression or of orthography, or small errors of grammar or of rhetoric. They were not many. They belong to the condition of the writers, and tend rather to show that the thought came free from the thinker, and was not the result of coaching for an exhibition. Of these papers, nineteen were taken home by the examiner for a more careful reading.

It would seem to be difficult to convey to minds, the avenue to which is obstructed by so serious a hindrance, an idea of the meaning of certain idioms of the language, or conventional forms of speech in frequent use. It is not always quite possible to make them clear to minds brought up to a foreign tongue, particularly if the new language is learned wholly or chiefly from books. I was therefore curious to learn the conception formed of such expressions by the deaf-mutes. The following, among others, were presented to them, "All the rage," "Brought down the house," "Stand in their own light," "At a stretch," "Add fuel to the flame," "Break the ice," "Bite the dust."

Their answers showed a readiness of perception of the meaning conveyed, and incidentally a knowledge of current affairs and of history that was hardly expected. They brought in the fashions, roller-skating, lovers, the civil war, croquet, some recent horse races, private quarrels, Senator Conkling, the prophet Elijah, Alexander the Great, and Diogenes, while some indeed interpreted the words with flat literalness.

It may not be out of place to mention an incident that brought relief to what was perhaps becoming to the class burdensome by its gravity. Dr. Weston, coming into the room in the midst of this exercise, suggested, with his accustomed readiness to alleviate too great a burden of

gravity, this question as a conundrum ; " Who, in History, most effectually brought down the house ? " The replies were eager, " Daniel Webster," " Mr. Gladstone," " Mr. Conkling," etc. These answers, of course, were not satisfactory. But a few strokes of pantomime suggested a strong man, blind, feeling for something to lean upon ; then straining every muscle and falling, overcome by his own mighty act. Then the idea started from the darkness, and the laughing eyes and flashing fingers sent forth the true name from every quarter, as if written on the air.

The class had been occupied for a portion of the year in committing to memory Goldsmith's " Deserter Village," and had been instructed in its " grammatical structure and rhetorical relations." Time was given for writing from memory portions of this poem, and about fourteen very creditable performances, not a few of them of some length, are before me. There was not time to go into any examination of their comprehension of the grammar or rhetoric of this poem. Indeed, if one half of what was suggested to the mind of the examiner had been carried to any extent of inquiry, days could very well have been spent in the engrossing employment.

Cards of written questions on the subject of Astronomy were then distributed to the class. Twenty-two of the answers to these were retained, of different lengths, from a few lines to half a sheet of foolscap, many of them displaying thought and arrangement of ideas. In this subject, and the somewhat kindred one of Physics, the papers of Miss Barrager were worthy of especial notice. Her explanation of the Nebular Hypothesis was a compact yet intelligible statement of that theory, not easy to compress into the space of two pages of foolscap. On the Magnetic Telegraph, and on Atmospheric Electricity, her papers showed range of thought and power of concentration.

Questions on different subjects related to Physics were distributed. Eighteen replies were kept, some of them very satisfactory. A paper, headed " Air pump," with a rough sketch of the outline of the principal parts of that instrument, was among them. It was a *good* description of a lifting pump for water ; the writer's mind having evidently strayed away from the idea of exhausting the air from a vessel, to that of drawing water from a reservoir. The papers were hardly as long as those on Astronomy, but appeared to me sufficient. I am strongly tempted to present a few extracts from the mass of material before me. There are many worthy of it. It would, however, lengthen very much this report, which seems likely to be unreasonably long without them.

Arithmetic came next. Papers were returned from most, if not all of the class. Questions in several of the different operations upon Fractions, in Interest, Exchange, Square Root, Cube Root,

Loss and Gain, Percentage, were proposed. It was not possible for every pupil to complete every one of these operations. There was, as usual, a great variety in point of ability and rapidity. But most of the problems were solved by some one of the class, many of them by a large number of the members, and some of them by all. I was surprised by the quickness and accuracy of some, and the ingenuity of others. Some, who had been brief and laconic on other subjects, were full in this, and *vice versa*. The short time left for this subject caused it to be hurried. But I saw evidence that the class had been taught with care, and, as one of the pupils had said in his opening exercise, "with untiring industry."

To me it appears that the future prospects of very many of these deaf-mutes depend more upon their acquaintance with numbers and readiness in their use in their various applications, than on any other one branch of education. They also serve as a mode of mental discipline, which these minds seem to me especially to need. I can see, however, that the difficulties are to them also especially great.

About this time, some attention was given to the attainments in Latin, of the two who had studied it. The declension of nouns, the comparison of adjectives, the rendering of English into Latin, and of Latin into English, were required. Some errors were made, but that was to be looked for. The difficulties of the translations were due, it appeared to me, chiefly to the fact that English, as well as Latin, was to them a foreign tongue, and both present obstacles not experienced by our pupils, who hear and speak, and have grown up with one language, at least. Time, and the perseverance which seems only waiting its opportunity, will hereafter remedy much, if not all, of this.

To the same two pupils I presented some questions in Algebra, composed on the spur of the moment. An equation of the first degree, binomials and trinomials for factoring, the binomial theorem, radical quantities, imaginary quantities, were among them. Some of them were solved by both. By one of them nearly all was satisfactorily worked out. In one case, where my writing misled, I was pleased to see the ingenuity exhibited in reaching an answer, not intended, yet correct as the question was understood.

A series of transactions in Bookkeeping was then written on the blackboard. The returns to these were mostly correct. The few errors were such as are likely to be made by students, from the difficulty of comprehending exactly how they themselves stand to the transaction, which disappears when a person in practice appreciates that he buys the goods for himself and pays for them out of his own funds. How many of the pupils completed this exercise I

cannot say. They must have been very prompt, if, in the hurried time and the late hour, many of them could accomplish it.

A sentence in English was then written on the blackboard, and the class was called upon to explain the parts of speech, the relations of the words, the subject and predicate, etc. This was executed by signs. Prompt and generally correct answers were given by different pupils. A few were able to convey their meaning in some cases by calling out, more or less distinctly.

Papers were now called for on some of the current topics of the day. It was really too late to expect, or to ask, anything more ; being nearly five o'clock. Still a few papers were presented. One on the Revision of the New Testament was quite as sensible, and as much to the point, as some that have appeared in print.

The day was now over, and further detention of the class would have been cruelty. It was dismissed ; and as each member passed me with a courteous salutation, my heart was full of gratitude to the great God, who had shown to man the means of raising from the very dust to such an elevation, and redeeming to usefulness and beauty, these creatures of His, who were otherwise but animals. I looked also, almost with envy, on those faithful laborers who, in their different capacities, were providing for themselves the comfortable reflection hereafter, that they had not lived, in this busy age, in vain.

I have not felt it my duty to compare individually the members of this class, or even to ascertain with certainty how far each one has profited by his opportunities. The examination has been sufficient to show that a great, a very great, work is in progress here, and that it ought to be carried forward with all energy, and extended as far as means and ability permit. It is quite apparent that the chief direction of the Institution is in the hands of one with very remarkable qualities, of rare and peculiar excellence for the successful accomplishment of its grand object.

All which is respectfully submitted.

MARLBOROUGH CHURCHILL.

The following

PREAMBLE AND RESOLUTIONS

were also read by the Chairman of the Committee on Examination and the certificates, diplomas and prizes therein awarded were distributed by the Principal.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb has been held by the Committee appointed by the Board of Directors for that purpose ; and,

WHEREAS, the same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz :—

Louis N. Aby,	Adam Koener,
Michael Bauer,	Charles McCormick,
Richard T. Clinton,	George W. Odell,
William Enz,	Frederick Rudolph,
William H. Fosmire,	Florence Adams,
Frank Gleason,	Phebe Butler,
Joseph Glosque, Jr.,	Louisa Christian,
John Glass,	Cora Bell Flint,
Henry Held,	Carrie L. Powers,
Herbert H. Henriques,	Honora Price,
Frank Jourdan,	Helen Regan,

Louisa Redner,

who have completed, or, within the coming academical year, will complete the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

Resolved, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, from and after the expiration of their several terms, agreeably to the existing provisions of law.

Resolved, That the following named pupils, the term of whose appointment has expired, or during the coming year will expire, be and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction :—

Martha J. Ray, for 9 months.

Charles Letts, for 5 months and 27 days.

Elmer E. VanAuken, for 4 months and 6 days.

Charles Craft, for 2 months.

James H. Caton, for 2 months.

to make up time lost by reason of absence from the Institution.

Resolved, That

Anthony Capelli,	Arthur L. Thomas,
Frederick W. Hewitt,	Augusta Berley,
Joseph Miller,	Jane Williams,
Dennis Sullivan,	Winnifred Sitterly,

who have completed, or, during the coming year will complete, the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class on the expiration of their several terms.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That it be recommended to the Governor of New Jersey to extend the terms of the following pupils for three years, according to the provisions established for admitting pupils into the High Class, viz :—

Alfred H. Bousfield,
Henry Schanck.

Resolved, That a copy of the foregoing resolution be forwarded to the Governor of New Jersey.

Resolved, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship and character be given to the following named pupils, who have successfully completed a course of five years' instruction, viz :—

Louis N. Aby,
Michael Bauer,
Richard T. Clinton,
William Enz,
William H. Fosmire,
Frank Gleason,
Joseph Glosque, Jr.,
John Glass,
Henry Held,
Herbert H. Henriques,
Frank Jourdan,
Adam Koener,

Charles McCormick,
George W. Odell,
Frederick Rudolph,
Joseph Wagele,
Florence Adams,
Phebe Butler,
Louisa Christian,
Cora Bell Flint,
Carrie L. Powers,
Honora Price,
Helen Regan,
Louisa Redner.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Charles A. Adkins,
Alfred H. Bousfield,
Anthony Capelli,
James Clark,
Waldo C. Childs,
James Gallagher,
Frederick W. Hewitt,
Joseph Miller,
Curtis F. Montgomery,
Henry Schanck,
Walter M. Schenck,
Henry Seelig,

Dennis Sullivan,
Arthur L. Thomas,
Elmer E. VanAuken,
Timothy Winn,
Josephine Burnard,
Augusta Berley,
Nellie Dates,
Frederika Munch,
Mary Palmatier,
Avis Reycraft,
Winnifred Sitterly,
Jane Williams,

Margaret Woodruff.

Resolved, That diplomas of the highest grade be given to the follow-

ing named pupils who have completed a full course of three years' study in the High Class, viz :—

John H. Dundon,	Richard Herrick,
John H. Dobbs,	Chester Q. Mann,
Washington A. Gordon,	John O'Brien,
Charles W. Hathaway,	Hannah Kevitt,
Isabella Leghorn.	

Resolved, That the Cary Testimonial be awarded to Arthur Lincoln Thomas, for superiority in scholarship and character.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to Chester Q. Mann.

Resolved, That the prize offered by Prof. E. H. Currier for skill in lip-reading be awarded to John Lloyd, Jr.

Resolved, That, in the department of Art, prizes and Honorable Mention be awarded as recommended by Albert Ballin, Esq., the special official examiner, and in the following order :

I. For painting in water color, four prizes—to Florence C. Woods, William J. Reilly, Moneka Schwan and Hannah Kevitt.

II. For freehand drawing, one prize to Dennis Sullivan, with honorable mention of H. C. Valentine and A. H. Bousfield.

III. For leadpencil drawing, one prize to W. L. Salter.

IV. For crayon work, three prizes—to William Durian, Dennis Sullivan, and W. C. Childs, with honorable mention of W. L. Salter.

V. For mechanical drawing, three prizes—to Adelia Wolcott, Louisa Christian, and Moneka Schwan.

Resolved, That the Demilt prize for character and scholarship, be awarded to Washington A. Gordon.

Resolved, That the Dennistoun prize for superiority in English composition, be awarded to John H. Dundon.

Resolved, That the Holbrook gold medal, for highest excellence in all the studies pursued in the High Class, be awarded to C. W. Hathaway.

All of which is respectfully submitted.

AVERY T. BROWN, *Chairman.*

S. H. WESTON,

A. M. PATTERSON,

C. H. PARKHURST,

JOHN T. TERRY.

APPENDIX.

TERMS OF ADMISSION.

I. Pupils are provided for by the institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September, and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of the vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. No pupil will be received at any other time, except in very extraordinary cases.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Applications regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected

and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made, in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence, town, county, State.
3. When was he born ?
4. Where was he born ?
5. Was he born deaf ?
6. At what age was hearing lost ?
7. By what disease or accident did he become deaf ?
8. Is the above the physician's opinion ?
9. Is the deafness total or partial ?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result ?
11. Have any attempts been made to communicate instruction ?
12. Is there any ability to articulate or read the lips ?
13. Is he cleanly or otherwise in his habits ?
14. Has he any acute disease or received any bodily injury ?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?
16. Has he shown any signs of mental imbecility, idiocy, or insanity ?
17. Has he ever used ardent spirits, opium or tobacco ?

18. Has he ever been vaccinated or had the small pox ?
19. Has he had the scarlet fever ?
20. Has he had the measles ?
21. Has he had the mumps ?
22. Has he had the whooping cough ?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?
24. Are there any other cases of deafness in the family, among relatives or ancestors ?
25. What is the name of the father ?
26. Where was he born ?
27. What is the name of the mother ?
28. Where was she born ?
29. What is the name and post-office address of the correspondent ?
30. What is the occupation of the father ?
31. Have either of the parents died ?
32. Has a second connection been formed by marriage ?
33. Were the parents related before marriage—*e.g.*, cousins ?
34. What are the names and ages of their children ?
35. What is the pecuniary condition of the parents ? Indigent ? Easy circumstances ? Affluent ?
36. Has he any special mark or peculiarity of appearance ?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given ?

By order of the Board of Directors.

HENRY E. DAVIES,

President.

THATCHER M. ADAMS,

Secretary.

LAWS AND BLANK FORMS

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An Act relative to the care and education of deaf-mutes."

PASSED APRIL 29, 1875.

The people of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child

has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institutions, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 6. This act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An Act to provide for the care and education of deaf-mutes").

PASSED April 29, 1875.

§ 5. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Contoux St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the City Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceedingly three years.

The pupils provided for in this and the preceding section of this title shall be designated State pupils, and all the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, }
County of , } ss. :

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for ; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

CERTIFICATE.

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, }
County of , } ss. :

I have this day selected.....of the town of.....county of....., son [or daughter] of.....who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of18 , (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county

of....., in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the laws of 1875.

..... }
of the town of
..... }

Dated....., 18 .

FORM OF APPLICATION

To be sent to the Superintendent of Public Instruction, Albany, in case of candidates for admission twelve years of age and over.

The undersigned....., of the town of....., in the county of....., do hereby certify that.....of said town, is deaf and dumb. The said.....was.....years of age on the....day of.....18 ; is of good moral character, free from disease, and possesses intellectual faculties capable of instruction.

The names of the parents of the said.....are..... ; and the said parents have resided in the State for the last three years. They respectfully apply for the appointment of said.....as a State pupil in the New York Institution for the Instruction of the Deaf and Dumb ; and I would recommend the application to the favorable consideration of the Superintendent of Public Instruction. The parents are unable to provided the said.....with clothing.*

Dated.....18 .

..... }
of the town of
..... }

To the Superintendent of Public Instruction, Albany.

*In case the parents are able to provide clothing, the above sentence should be erased.

FORM OF BOND.

Know all men by these presents, that we.....of
in the county of.....and State
 of....., and.....of.....
 in the county of.....and State of.....are
 held and firmly bound unto....., the treasurer of the New
 York Institution for the Instruction of the Deaf and Dumb, and his
 successors in office in the sum of.....dollars, for
 which payment, well and truly to be made, we bind ourselves, our
 heirs, executors, and administrators, joint and severally, firmly by
 these presents.

Sealed with our seals. Dated at.....this.....
 day of.....A. D.....

Whereas.....of.....in the county
 of.....and State of.....has
 been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if
 the above named obligors shall well and truly pay during the con-
 tinuance of the said....., as such pupil, the sum of
 three hundred dollars per annum for.....board, tuition, semi-
 annually in advance, and shall also pay in advance the sum of fifty
 dollars a year for clothing ; and shall also pay on demand all sums
 charged to the account of said.....for money or necessary
 articles furnished to said.....; and shall also pay interest
 on each bill, from and after the time it shall become due, then this
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }
 presence of }

..... [L. S.]
 [L. S.]

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-second and One Hundred and Sixty-fifth streets. The entrance to the grounds is at the corner of Tenth avenue and One Hundred and Sixty-second street, about nine miles from the City Hall.

The Institution can be reached by four lines of public conveyance from the city :

1. By the Sixth or Ninth avenue Elevated railroads to One Hundred and Fifty-fifth street.

2. By the Third avenue Elevated railroad to Harlem, and thence by crosstown railroad at One Hundred and Twenty-fifth street, and Elevated railroad to One Hundred and Fifty-fifth street, and cabs or stage from Manhattanville.

3. By the way trains on the Hudson River Railway, from Thirtieth street, stopping at One Hundred and Fifty-fifth street. The Institution is about half a mile north of this station.

4. By stage from the corner of Sixth avenue and Thirty-second street to Manhattanville and Washington Heights.

PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election for officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance
the names of its*

MUNIFICENT BENEFACTORS.

EPHRAIM HOLBROOK,	JOHN ALSTYNE,
WILLIAM DENNISTOUN,	SETH GROSVENOR,
ELIZABETH DEMILT,	SIMON V. SICKLES,
MADAME ELIZA JUMEL,	THOMAS C. CHARDAVOYNE,
SARAH STAKE,	JAMES ANDERSON,
SARAH DEMILT,	THOMAS FRISSEL THOMPSON,
JOHN NOBLE,	THOMAS RILEY,
THOMAS EGLESTON,	JAMES N. COBB,
SAMUEL S. HOWLAND,	ELIZABETH GELSTON,
THOMAS EDDY,	ROBERT C. GOODHUE,
BENJ. F. WHEELWRIGHT,	DANIEL MARLEY.

SIXTY-FOURTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1882.



NEW YORK:

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

1883.



SIXTY-FOURTH ANNUAL REPORT

AND /

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1882.

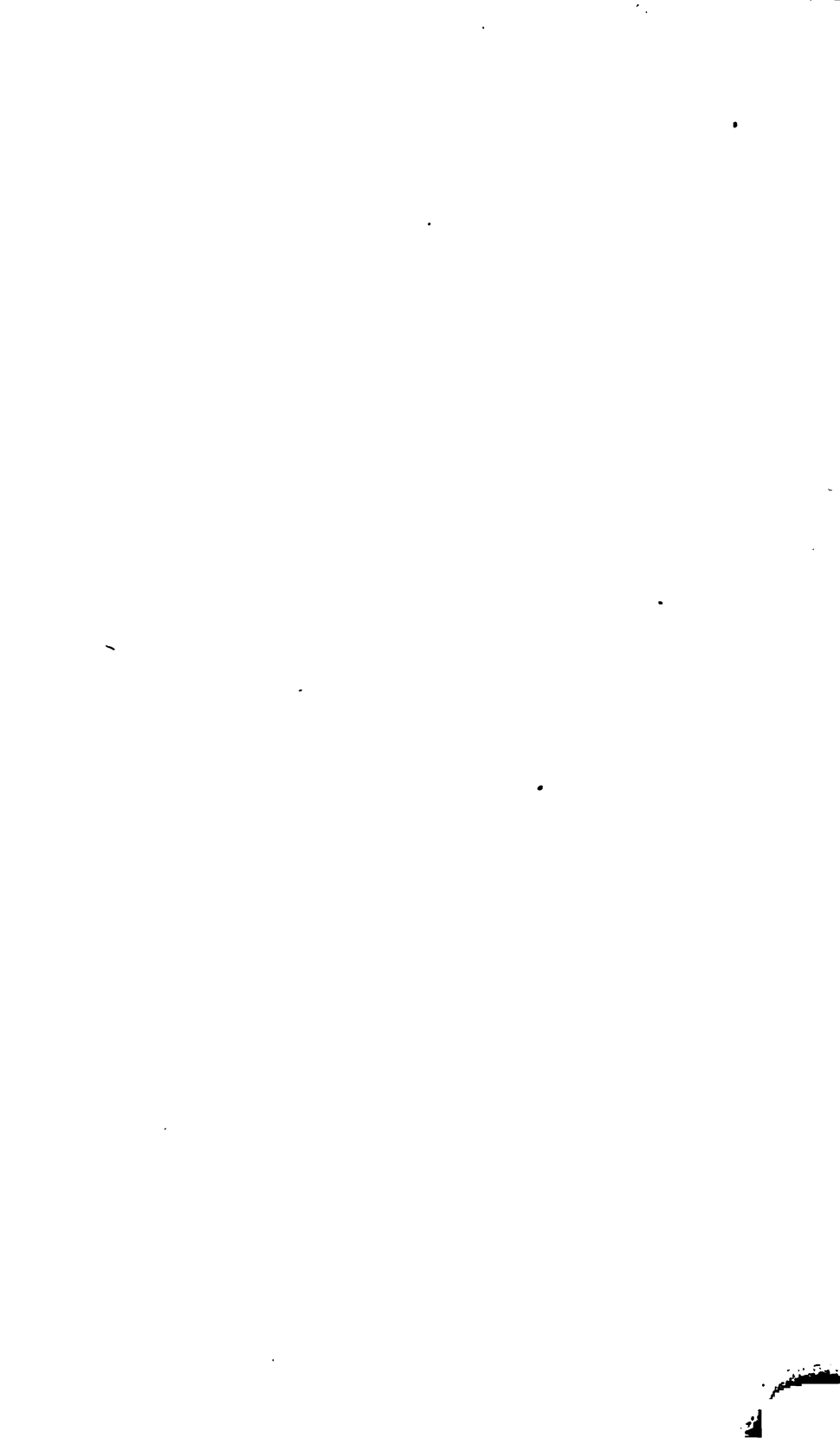


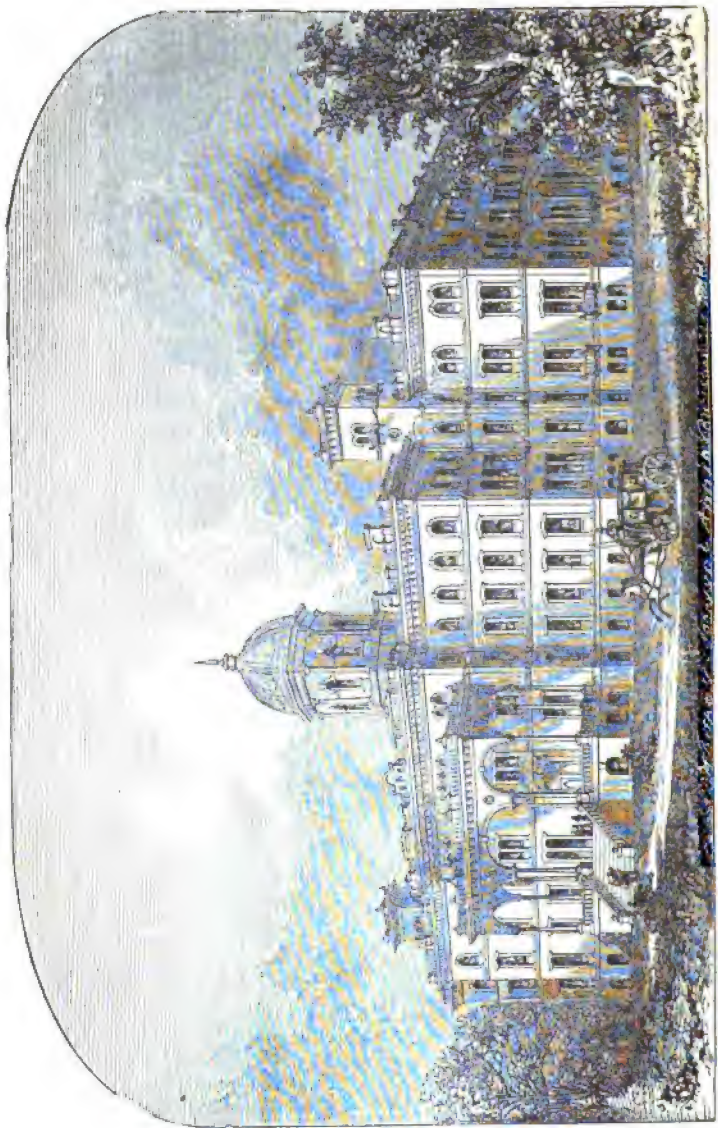
NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

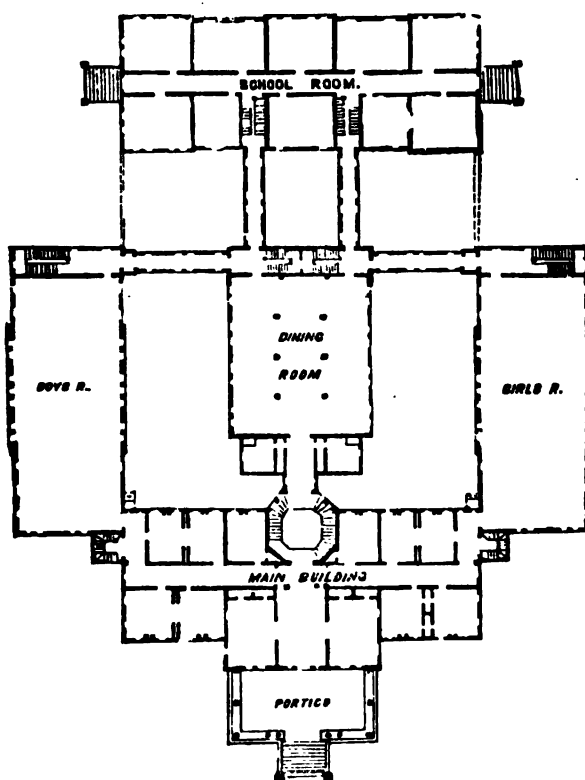
1883.

The Principal





INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.
SCALE.



ALPHABET OF THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y

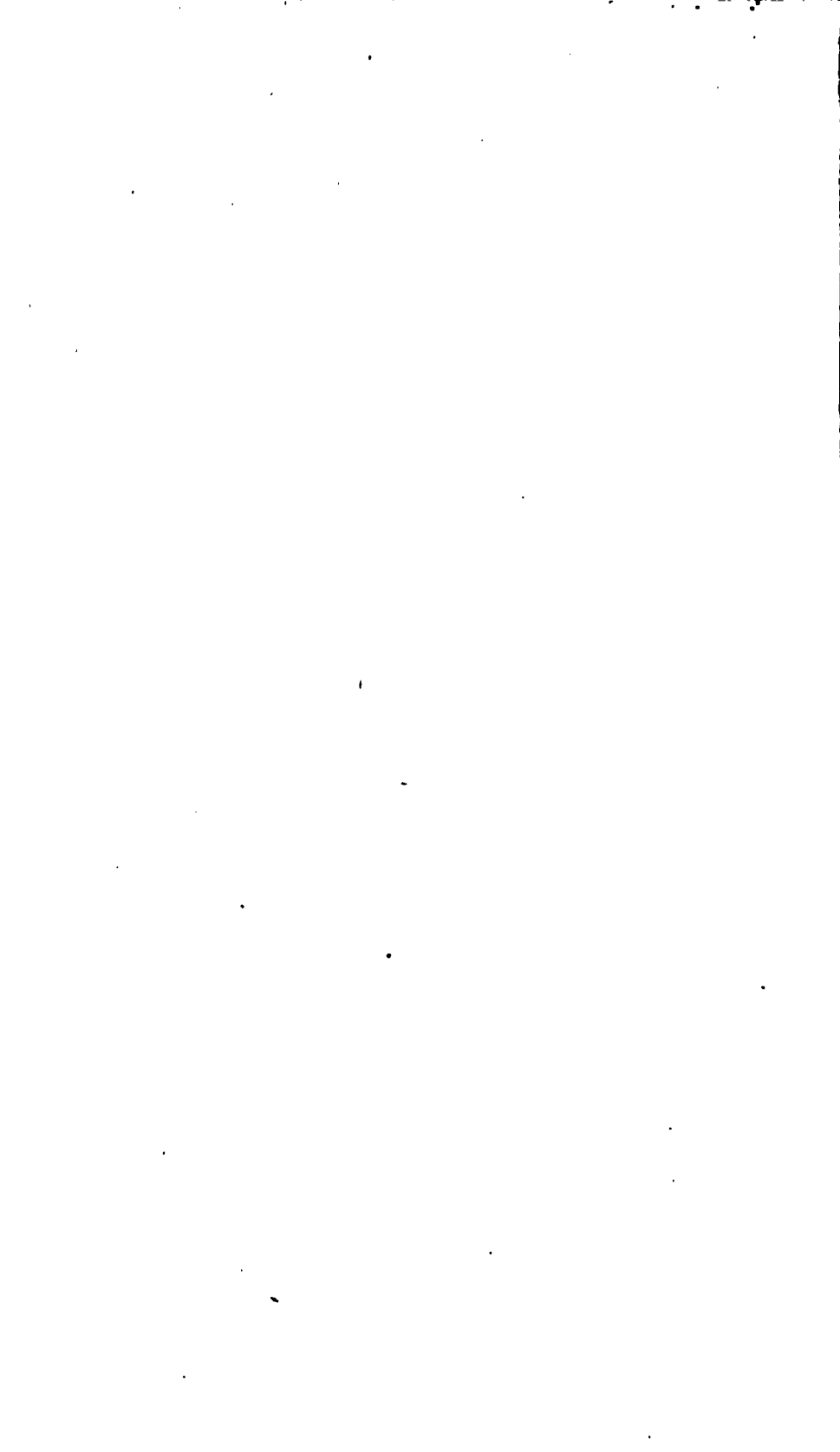


Z z



&c





OFFICERS AND DIRECTORS.

PRESIDENT,

HON. ERASTUS BROOKS.

FIRST VICE-PRESIDENT,

HON. ENOCH L. FANCHER, LL.D.

SECOND VICE-PRESIDENT,

REV. CHARLES A. STODDARD, D.D.

TREASURER,

GEORGE A. ROBBINS.

SECRETARY,

THATCHER M. ADAMS.

First Class—Term expires May, 1883.

HON. ERASTUS BROOKS.

AVERY T. BROWN.

GEORGE D. MORGAN.

ALBERT M. PATTERSON.

HON. ENOCH L. FANCHER, LL.D.

REV. CHAS. A. STODDARD, D.D.

WILLIAM A. WHELOCK.

EVERETT HERRICK, M.D.

Second Class—Term expires May, 1884.

MORRIS K. JESUP.

SAMUEL THORNE.

EDWARD M. TOWNSEND.

JAMES O. SHELDON.

THATCHER M. ADAMS.

GEORGE A. ROBBINS.

GEORGE F. BETTS.

WILLIAM M. HALSTED.

Third Class—Term expires May, 1885.

REV. CHARLES H. PARKHURST, D.D.

WILLIAM H. FOGG.

REV. THOMAS GALLAUDET, D.D.

BENJAMIN H. FIELD.

WILLIAM FROTHINGHAM, M.D.

JOHN L. TONNELÉ.

REV. SULLIVAN H. WESTON, D.D.

JOHN T. TERRY.

STANDING COMMITTEES.

Executive Committee.

REV. CHARLES A. STODDARD, D.D., *Chairman.* JOHN T. TERRY.
 WILLIAM A. WHEELOCK. WILLIAM M. HALSTED.
 JOHN L. TONNELÉ.
 (The President and Treasurer *ex-officio.*)

Finance Committee.

JAMES O. SHELDON. EDWARD M. TOWNSEND.
 ALBERT M. PATTERSON.
 (The President *ex-officio.*)

The Committee of Instruction.

REV. THOMAS GALLAUDET, D.D. REV. SULLIVAN H. WESTON, D.D.
 REV. CHARLES H. PARKHURST, D.D. JAMES O. SHELDON.
 AVERY T. BROWN.
 (The President *ex-officio.*)

Law Committee.

HON. ENOCH L. FANCHER, LL.D. THATCHER M. ADAMS.
 GEORGE F. BETTS.

Library Committee.

AVERY T. BROWN.
 WILLIAM FROTHINGHAM, M.D. SAMUEL THORNE.

Ladies' Committee.

MRS. BENJAMIN H. FIELD.....	<i>Chairman.</i>
MRS. HELENA T. BROWN.....	<i>Secretary.</i>
MISS JULIA COOPER.....	<i>Treasurer.</i>
MRS. JOHN T. TERRY.	MRS. JOSEPH W. PATTERSON.
MRS. FREDERICK G. SWAN.	MRS. EDWARD OOTHOUT.
MRS. ELLEN WALTER.	MRS. CHARLES A. STODDARD.
MRS. WILLIAM FROTHINGHAM.	MRS. ETHAN ALLEN.
MISS ALEXANDER HAMILTON.	MRS. ANNA E. BARNARD.
MISS JULIA RHINELANDER.	MISS HARRIET TABER.

(The Visiting Committee is changed every month.)

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

WESTON JENKINS, M.A.*

E. HENRY CURRIER.†

FRANCIS D. CLARKE, M.A., C.E.

GILBERT C. W. GAMAGE.

HENRY DENNIE REAVES. .

ROWLAND B. LLOYD.

WILLIAM G. JONES, B.A.

CHAS. W. VAN TASSELL.

CHESTER Q. MANN.

JANE T. MEIGS.

IDA MONTGOMERY. .

JOSEPHINE L. ENSIGN.

LUANN C. RICE.

MARIA TOLES.

MYRA L. BARRAGER.

JOSEPHINE F. RINTOUL.

TEACHER OF DRAWING.

CAROLINE V. HAGADORN.

TEACHERS OF ARTICULATION.

ANNA B. GARRETT.

ELIZABETH MITCHELL

MARIA TOLES.

* Instructor of the High Class.

† Professor of Articulation.

ADMINISTRATIVE DEPARTMENT.

SUPERINTENDENT AND PHYSICIAN.

WILLIAM PORTER, M.D.

CONSULTING PHYSICIANS.

WILLIAM FROTHINGHAM, M.D. EVERETT HERRICK, M.D.

STEWARD.

CHAUNCEY N. BRAINERD.

ASSISTANT STEWARD.

W. S. CRITTENDEN.

CLERK.

WILLIAM RANDALL.

MATRON.

MRS. SUSAN L. HENRY.

ASSISTANT MATRONS.

MISS PRUDENCE LEWIS—Supervisors' Department.

MISS CORDELIA CHIDSEY—Linen Department.

MISS A. ELIZABETH RHOADES—Seamstress' Department.

MISS SARAH J. BUTLER—Primary Department (Tarrytown).

MRS. JULIET T. DILLINGHAM—Primary Department (Fanwood).

MISS ALICE M. NOBLE—Culinary Department.

MISS MARY C. FRASER—Hospital Department.

MALE SUPERVISORS.

WALLACE F. HOWELL.

WILLIAM G. BENNET.

STEPHEN F. SLOAT.

FEMALE SUPERVISORS.

MARY E. MONTGOMERY.

RACHEL A. COOK.

GEORGIANA E. TOWNSEND.

KATE E. RYER.

LOUISA JOYCE.

NIGHT WATCH.

FREDERICK A. GERLOFF.

GEORGE SCHUMANN.

WILLIAM H. CAMPBELL.

SARAH A. FRASER.

FOREMEN OF INDUSTRIES.

JOSEPH H. BANKS..... *Engineer.*

E. A. HODGSON..... *Printer.*

JOHN H. CLEARWATER..... *Cabinetmaker.*

JOHN LECHTHALER..... *Shoemaker.*

HENRY ROTH..... *Tailor.*

ALBERT METZGER..... *Gardener.*

JOHN T. ZEIGLER..... *Farmer.*

THOMAS BEATTY..... *Baker.*

SIXTY-FOURTH ANNUAL REPORT.

The Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully present to the Legislature the Sixty-Fourth Annual Report of the management of the Institution, which gives in detail a complete statement of its general and financial condition for the year beginning October 1st, 1881, and ending September 30th, 1882.

The report of the Treasurer, presented herewith, gives full details of receipts and expenditures for the year, and shows the strict economy with which the Institution has been managed. The deficit in the accounts for the past year is \$10,927.14 ; greater than that of last year, which was \$6,577.09. This deficiency has been met, as before, by borrowing from the Real Estate Fund. The reduction of the per capita allowance for State pupils, coming just at a time when the prices of food and materials were advancing, was the leading cause of the deficits, from which it will take a long time to recover.

It is to be hoped that the advance in such allowance made by your honorable body at the last session, will soon enable the Institution to be on a paying basis. But even this desirable result may not be attained if, as we have reason to fear, there may be a further reduction in the number of our pupils..

The removal of a large number of pupils will not decrease the expenses proportionately, for the reason that many expenses, like those of heating and lighting the buildings, are as great for a small as for a large number of pupils.

From the report of the Superintendent and Physician, it will be seen that 500 pupils have been under instruction during the year, of whom 316 were males and 184 females. Of the whole number, 295 were supported by the State of New York ; 117 by the Counties of New York ; 80 by the State of New Jersey, and 8 by parents and guardians.

This report contains exact details of all the work of the Institution

under the charge of the Administrative Department ; the work of the shops and garden, the repairs and improvements of the buildings, and the work done in the interest of improved health of the inmates. To these details your attention is specially called.

The Directors are very happy to report that no epidemics have occurred during the past year, and that not one death has occurred in the Institution. Such a state of things is surprising, in view of the well known feeble constitution of deaf-mutes, arising, in many instances, from inherited disease and the great trouble encountered in making them conform to hygienic rules. The wisdom of furnishing to the inmates a generous diet and constant medical supervision, is demonstrated more clearly every year.

The subjoined report of the Principal, in addition to the usual information concerning the Educational Department, contains an interesting essay on lip-reading, a subject which is of growing importance and to which the Principal is giving much thought and attention, and in which he lays claim to a new discovery.

The report of the Committee on the Annual Examination gives, as usual, a full statement of the course of instruction pursued, the textbooks used, the names of the teachers, and the number of pupils in each class. The examination of the High Class was entrusted to Edward M. Townsend, Esq. His report will be found included in the report of the Committee.

One change has taken place in the Board. Our late President, Hon. Henry E. Davies, who was a member of the Board for over forty years, was removed by death in the latter part of the year 1881. The Hon. Erastus Brooks was elected President in his place, and Edward M. Townsend, Esq., was elected to fill his place as a member of the Board.

In the corps of officers and employes the changes have been very few.

Again we have to record our thanks to all officers of this State and of the counties thereof, and of the State of New Jersey, who have visited the Institution and shown a lively and intelligent interest in our affairs. We shall endeavor hereafter, as we always have done, to win your approval and that of the community at large as to our manner of administering the sacred trust committed to us.

ERASTUS BROOKS,

President.

THATCHER M. ADAMS,

Secretary.

NEW YORK, October 1, 1882.

NOTE.—Since this report was completed, and before its presentation to the Legislature, Frederic de Peyster, one of the oldest members of the Board, has died.

TREASURER'S ACCOUNT.

FOR

THE YEAR ENDING SEPTEMBER 30, 1882.

EXPENDITURES.

Groceries and Provisions.

Apples, 37 barrels.....	\$142 00
Barley and Buckwheat.....	8 35
Baking powder, soda and cream tartar.....	99 45
Beans, 8 barrels.....	115 07
Berries, 643 quarts.....	108 42
Butchers' meat, 143,446 pounds.....	13,194 53
Butter, 17,111 pounds.....	4,882 91
Canned goods.....	222 17
Cartage and freight.....	351 83
Cheese, 623 pounds.....	87 33
Cider and vinegar, 8½ barrels.....	72 16
Chocolate, 36 pounds.....	8 88
Coffee (roasted), 3,429 pounds.....	590 51
Codfish (boneless), 2,185 pounds.....	179 20
Corn-starch and tapioca.....	9 79
Cranberries, 10 crates.....	34 60
Crackers, 1,942 pounds.....	191 46
Dried Fruits, 1,841.....	224 80
Eggs, 1,787 dozen.....	446 03
Flavoring extracts.....	27 01
Flour, 599 barrels.....	5,020 29
Fresh fish.....	696 74
Gelatine and ginger.....	13 64
Grapes, 488 pounds.....	27 38
Head cheese, 1,095 pounds.....	109 50
Hominy, 26½ barrels.....	153 85
Hops, malt and yeast.....	71 83
Ice, 153,494 pounds.....	436 91
Indian meal, 32 bags.....	57 80

Carried forward..... \$27,584 44

Brought forward.....	\$27,584 44
Lard, 1,638 pounds.....	212 46
Lemons and oranges, 14 boxes.....	52 20
Maccaroni, 75 pounds.....	10 00
Mackerel, 12 barrels.....	166 00
Melons, 159.....	15 20
Milk, 97,873 quarts.....	5,830 94
Molasses and syrup, 1,387 gallons.....	705 26
Mustard, 161 pounds.....	59 60
Oatmeal, 23½ barrels.....	196 65
Peaches, pears and plums, 50 baskets.....	57 95
Pepper, 112 pounds.....	26 60
Pickles and horseradish.....	89 05
Pork (salt), 5 barrels.....	90 50
Poultry, 1,493 pounds.....	264 18
Potatoes, 640 barrels.....	1,995 00
Potatoes (sweet), 20 barrels.....	77 75
Raisins, 12 boxes.....	36 70
Rice, 5,895 pounds.....	468 72
Salt, 20 sacks.....	34 18
Sardines, 150 boxes.....	51 75
Smoked meats, 6,932 pounds.....	857 34
Smoked fish, 38 pounds.....	6 39
Spices.....	23 93
Sugar, 19,737 pounds.....	1,733 11
Sweet oil, 1 can.....	8 00
Tea, 1,246 pounds.....	399 80
Vegetables.....	114 72
	<hr/>
	41,168 42

Salaries and Wages.

Principal, professors and teachers.....	\$25,676 63
Superintendent, steward and as-	
sistants.....	\$7,020 00
Matrons.....	1,612 50
Supervisors.....	1,749 57
Housekeeper, baker and cooks...	2,370 28
Waiters, chambermaids and la-	
borers.....	6,657 38
	<hr/>
	19,409 73
	<hr/>
	45,086 36
Carried forward.....	<hr/>
	\$86,254 78

Brought forward..... \$86,254 78

Clothing.

Bathing sponges and brushes.....	9 01
Braid, binding and trimming.....	11 15
Buttons.....	18 01
Cambric, 203 yards.....	11 04
Camphor for packing clothing, 15 pounds..	4 20
Cartage and freight.....	41 25
Cash advanced pupils.....	435 75
Cord, elastic and webbing.....	12 97
Collars (linen), 15 dozen.....	12 90
Collars (paper), 10,200.....	102 00
Combs, 13 $\frac{1}{2}$ dozen.....	24 43
Corsets, 6 $\frac{1}{2}$ dozen.....	45 73
Denims, 118 yards.....	18 33
Diaper, 14 pieces.....	16 75
Drawers and undershirts, 42 $\frac{1}{2}$ dozen.....	216 05
Dress goods, 495 yards.....	82 49
Dress linings, 354 yards.....	23 96
Flannel, 66 yards.....	14 41
Gingham, 1,079 yards.....	122 79
Hair cutting.....	84 56
Hair, nail and tooth brushes, 15 dozen.....	25 38
Hats and caps, 36 $\frac{1}{2}$ dozen.....	220 23
Handkerchiefs, 66 dozen.....	46 81
Hose and half hose, 109 dozen.....	257 55
Knitting-cotton and yarn.....	10 22
Larkspur seed.....	2 00
Linen thread.....	2 49
Mittens, 12 dozen.....	27 25
Neckties, 44 dozen.....	46 50
Overalls and jumpers, 2 dozen.....	13 50
Pins and needles.....	23 68
Prints, 1,582 yards.....	104 01
Rubber overshoes, 87 pairs.....	40 28
Scarfs, 6 dozen.....	13 00
Scissors and grinding.....	15 00
Sewing machine needles and repairs.....	11 56
Sewing silk and twist.....	2 90
Shawls, 11 dozen.....	30 00
Shirting, 2,439 yards.....	213 02

Carried forward..... \$2,413 16 \$86,254 78

Brought forward.....	\$2,413 16	\$86,254 78
Shoe blacking and brushes.....	45 89	
Skirts, 3 $\frac{3}{4}$ dozen.....	23 00	
Spool cotton, 112 dozen.....	61 60	
Suiting, 90 yards.....	16 58	
Suits boys' clothing, 29.....	307 50	
Suspenders, 13 dozen.....	25 83	
Thimbles.....	2 00	
Trunks, traveling bags and repairs.....	32 50	
Vests, 7 $\frac{1}{2}$ dozen.....	59 25	
Usters (girls), 13.....	60 10	
Waists (boys), 1 dozen.....	6 50	
Wages of dressmaker, shirtmaker and seamstresses.....	1,003 28	

 4,057 19

Leather and findings, shoe shop account.....	2,653 97	
Wages of shoemaker.....	900 00	

 3,553 97

Cloths, 2,030 yards, tailor shop account.....	1,392 99	
Linings and trimmings, tailor shop account.....	1,336 68	
Wages of tailor and tailoresses.....	905 68	

 3,635 35

 11,246 51
Furniture.

Baskets and repairing.....	43 35	
Bath brick.....	2 55	
Britannia pitchers, 2 dozen.....	46 20	
Brooms, 29 dozen.....	113 00	
Brushes, 42 dozen.....	169 25	
Cambric, 90 yards.....	5 23	
Camphor (for packing blankets), 10 pounds.....	2 80	
Carpeting, lining, binding, etc.....	268 95	
Cartage and freight.....	59 68	
Chairs and stools, 7 dozen.....	41 63	
Chair repairs.....	10 95	
Clocks and repairing.....	5 88	
Clothes lines and pins.....	4 50	

 Carried forward..... \$773 97 \$97,501 29

Brought forward.....	\$773 97	\$97,501 29
Corrosive sublimate.....	98	
Crash, 472 yards.....	58 62	
Crockery and glassware.....	356 66	
Damask, 466 yards.....	261 52	
Enameled cloth.....	2 75	
Feathers and feather dusters.....	3 00	
Galvanized iron steamers.....	17 50	
Gas shades and fixtures.....	26 54	
Knives and forks.....	34 71	
Lantern, 1.....	1 00	
Mats, 11.....	30 70	
Matting, 17 yards.....	11 42	
Mattresses made and re-made, 473.....	290 95	
Mops and handles, 15½ dozen.....	43 35	
Mouse and rat traps, 1½ dozen.....	3 00	
Moss and hair for mattress, 191 pounds....	40 51	
Napkins and Doyles, 13 dozen.....	32 25	
Oil cloth.....	21 08	
Pails, 4 dozen.....	12 00	
Picture nails, cord, etc.....	1 27	
Quilts and counterpanes, 74.....	84 45	
Repairing furniture.....	88 75	
Repairing tin and copper ware.....	181 05	
Re-plating table ware.....	37 50	
Rubber sheeting, 46 yards.....	24 84	
Russia-iron meat pans, 34.....	36 00	
Sad-irons and stands, 149 pounds.....	7 45	
Sheeting, 1,637 yards.....	298 28	
Small kitchen wares.....	9 96	
Stove repairs, pipe, zinc, etc.....	82 63	
Straw for bedding, 16,335 pounds.....	149 29	
Table covers, 1 dozen... ..	25 91	
Tea and table spoons, 37 dozen.....	11 62	
Ticking, 303 yards.....	49 14	
Tin ware.....	116 54	
Towels, 6 dozen.....	16 85	
Toweling, 772 yards.....	107 37	
Tuning piano.....	2 00	
Whisk brooms, 2 dozen.....	4 00	
Window shades and repairs.....	197 22	
Thermometers, 1 dozen.....	88	

Brought forward.....	\$3,505 51	\$97,501 29
----------------------	------------	-------------

Brought forward.....	\$3,505 51	\$97,501 29
Carpet sweepers, 2.....	4 50	
Wages of seamstresses.....	262 00	
		3,772 01

Building and Repairs.

Carpenters' wages.....	2,070 88	
Plumbing.....	1,761 97	
Mason work and material.....	1,588 34	
Lumber.....	1,450 73	
Painting and glazing.....	1,102 14	
Labor.....	596 50	
Fire-escapes.....	570 00	
Pipe and fittings.....	428 85	
Hardwares and tools.....	391 78	
Repairing roofs, gutters and leaders.....	364 31	
Kalsomining.....	247 50	
Steam kettles, 4.....	189 20	
Repairing steam engine and boilers.....	171 30	
Drainage.....	157 35	
Range and repairing.....	140 58	
Iron and blacksmithing.....	116 14	
Cartage and freight.....	91 70	
Repairing sinks.....	55 63	
Galvanized iron work.....	42 40	
Registers.....	29 23	
Repairing laundry machinery.....	29 00	
Cleaning vault.....	25 00	
Laundry tub.....	20 00	
Repairing water meter.....	15 94	
Rope.....	15 30	
Whitewashing.....	15 00	
Bell hanging.....	14 05	
Repairing elevators.....	12 20	
Belting and packing.....	8 25	
Felting.....	7 00	
Wire work.....	3 25	
Yale lock and repairing.....	2 80	
		11,734 32

Fuel and Lights.

Anthracite coal, 1,324 tons.....	5,517 34	
Gas, 1,381,600 feet.....	3,230 69	
Hoisting, shoveling and carting coal.....	829 37	
Carried forward.....	\$9,577 40	\$113,007 62

Brought forward.....	\$9,577 40	\$113,007 62
Charcoal, 390 barrels.....	292 50	
Sperm oil, 39 gallons.....	53 60	
Matches, 9 gross.....	27 25	
Candles, 48 pounds.....	6 24	
Kerosene oil.....	5 30	
Coal shovels, 6.....	4 9 $\frac{1}{2}$	
Wages of engineer and firemen.....	1,882 94	
	<hr/>	\$11,850 16

Printing.

Printing press (exchange).....	1,600 00	
Paper and cards.....	330 12	
Type and furniture.....	59 57	
Cartage.....	48 00	
Folding and binding.....	46 62	
Covering rollers.....	29 30	
Ink.....	21 50	
Press work.....	7 00	
Benzine.....	6 92	
Sperm oil.....	6 90	
Traveling expenses.....	6 40	
Press repairs.....	1 00	
Wages of printers.....	1,383 32	
	<hr/>	3,546 65

Stable.

Oats, 298 bags.....	491 23	
Hay, 15,678 pounds.....	199 24	
Ground feed and oil meal, 46 bags.....	68 48	
Horseshoeing.....	142 92	
Repairing wagons, carts and sleighs.....	79 53	
Harness and repairing.....	45 13	
Blankets, liniment and stable tools.....	53 11	
Exchange of horses.....	100 00	
Veterinary services.....	15 00	
Wages of stableman.....	300 00	
	<hr/>	1,494 64

Washing.

Hard soap, 12,737 pounds.....	822 51	
Washing Fluid, 1,128 gallons.....	299 63	
Starch, 2,092 pounds.....	125 00	
Borax, 304 pounds.....	46 56	
	<hr/>	
Carried forward.....	\$1,293 70	\$129,899 07

Brought forward.....	\$1,293 70	\$129,899 07
Castile soap, 279 pounds.....	39 30	
Blueing.....	38 20	
Sal soda, 1,760 pounds.....	32 20	
Cartage and Freight.....	27 80	
Sapolio.....	25 65	
Javelle water.....	5 70	
Beeswax, 10 pounds.....	3 50	
Wages of laundresses.....	2,010 18	
		<hr/> 3,476 23

Farm and Garden.

Live stock.....	191 00	
Manure.....	166 00	
Tools and repairing.....	129 67	
Seeds.....	72 41	
Freight and cartage.....	11 77	
Tobacco stems.....	4 00	
Hay salt.....	3 75	
Paris Green and sulphur.....	1 75	
Wages of farmers, gardeners and laborers..	1,713 75	
		<hr/> 2,294 10

Hospital.

Medicines and supplies.....	\$1,044 43	
Professional attendance and Nurse.....	367 79	
		<hr/> 1,412 22

Books, slates and stationery for schools.....	1,371 39	
Insurance.....	1,731 06	
Croton water.....	568 72	
Railroad fare, stage and carriage hire.....	406 54	
Stationery, wrapping paper and twine.....	278 05	
Expenses of sending pupils home in excess of receipts....	215 33	
Subscription to American Annals of the Deaf and Dumb.	194 00	
Revenue and postage stamps.....	192 96	
Alcohol.....	69 33	
Tissue Manilla.....	52 25	
Freight, cartage and expressage.....	42 59	
Advertising.....	83 46	
Newspaper subscriptions.....	28 15	
Telegrams.....	20 17	
Paper bags.....	16 07	

Carried forward.....	\$142,351 69
----------------------	--------------

Brought forward.....	\$142,351 69
Drum heads and sticks.....	10 25
Employment agency.....	10 00
Repairing time detector.....	10 00
Repairing fire extinguishers.....	10 00
Hose.....	7 00
Purchase of line fence.....	6 00
Lightning eradiator.....	4 00
Insect powder.....	3 68
State Manuals.....	2 00
	<hr/>
	\$142,414 62
	<hr/>

RECEIPTS.

From—	Board and tuition.	Clothing State pupils.	Support of county pupils.	Total.
State of New York..	\$60,846 86			\$60,846 86
State of New Jersey.	22,295 01	\$1,874 25		24,169 26
Allegany County....		90 00		90 00
Broome “		30 00		30 00
Cattaraugus “ ...		30 00		30 00
Cayuga “		30 00		30 00
Chautauqua “		71 00	340 00	411 00
Chemung “		30 00		30 00
Chenango “		30 00		30 00
Clinton “		21 25	87 50	108 75
Columbia “		4 58	635 83	640 41
Delaware “		56 83		56 83
Dutchess “		122 08	1,154 17	1,276 25
Erie “		27 50		27 50
Essex “			600 00	600 00
Herkimer “		30 00		30 00
Jefferson “		30 00		30 00
Kings “		831 95	4,872 32	5,704 27
Lewis “		27 50		27 50
Livingston “			300 00	300 00
Madison “		60 00		60 00
Monroe “		30 00		30 00
New York “		3,384 40	21,240 83	24,625 23
Niagara “		30 00		30 00
Oneida “		116 25		116 25
Onondaga “		60 00		60 00
Ontario “		30 00		30 00
Orange “		290 09	643 33	933 42
Oswego “		30 00		30 00
Queens “		165 84	693 33	859 17
Rensselaer “		92 25	577 50	669 75
Richmond “		120 00		120 00
Rockland “		167 67	23 33	191 00
Saratoga “		30 00	300 00	330 00
Carried forward,	\$83,141 87	\$7,943 44	\$31,468 14	\$122,553 45

	Board and tuition.	Clothing State pupils.	Support of county pupils.	Total.
Brought forward..	\$83,141 87	\$7,943 44	\$31,468 14	\$122,553 45
Schnyler “		30 00		30 00
Schoharie “		172 17		172 17
Steuben “		30 00		30 00
Suffolk “		85 08	300 00	385 08
Sullivan “		144 92	605 00	749 92
Tioga “		30 00		30 00
Warren “		30 00		30 00
Washington “		60 00		60 00
Wayne “		46 67	133 33	180 00
Westchester “		239 17	1,279 17	1,518 34
Wyoming “		60 00		60 00
Paying pupils.....	1,970 00			1,970 00
	<hr/>	<hr/>	<hr/>	<hr/>
	\$85,111 87	\$8,871 45	\$33,785 64	\$127,768 96
From printing.....				1,316 00
From sales clothing.....				315 41
From sales of grease and refuse.....				173 15
From sales of empty barrels.....				93 40
From discount on audited bills.....				63 77
From sales, rags and paper.....				59 54
From sales, old printing material....				50 00
From sales, shoe shop account.....				35 00
From sales, cabinet shop account.....				7 75
From sales, tailor shop account.....				5 00
From sales, garden plants.....				1 50
From fire insurance companies for damage by fire.....				1,598 00
From real estate for amount borrowed to make good deficiency for the year.....				10,927 14
				<hr/>
				<u>\$142,414 62</u>

MEMORANDA.

The following statements are of accounts reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate Fund was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Frissell, Harriet Stoner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards erection of new buildings at Tarrytown (see Chapter 848, Laws of 1877), and consists of legacy of Ephraim Holbrook, and bonds and mortgages taken in payment for Real Estate.

REAL ESTATE FUND.		DR.	OR.	
1881.				
Oct. 1.	To Cash balance from old account.....	\$88,108 27	By Cash rent of safe in Park Bank.....	\$85 00
"	" balance of legacy of Benj. Abrams	1,849 23	" to General Account loan to make good	10,927 14
"	Interest.....	1,733 06	deficit of the year.....	80,323 40
			" balance to new account.....	
		<u>\$41,184 54</u>		<u>\$41,184 54</u>
1882.				
October 1.	To Cash balance from old account....	\$80,323 40		
MEM.—General acc't owes for cash advanced to make good deficits.....		\$80,041 17		

LIBRARY FUND.		DR.	OR.	
1881.				
October 1.	To Cash balance from old account.....	\$4,370 29	By Cash paid Committee—drafts	\$247 17
"	" from Seamen's Savings Bank.	71 49	" balance to new account.	4,846 53
"	" interest	151 92		
		<u>\$4,598 70</u>		<u>\$4,598 70</u>
1882.				
October 1.	To Cash balance from old account....	\$4,846 53		

FRIZZELL FUND.		DR.	CR.
1881.			
October 1.	To Cash balance from old account....	\$2,369 83	
	" " interest.....	85 88	
			By Cash balance to new account....
			\$2,365 20
1882.			
October 1.	To Cash balance from old account....	\$2,355 20	
			\$2,355 20

BUILDING FUND.		DR.	CR.
1881.			
October 1.	To Cash balance from old account....	\$31,450 00	
	" " interest.....	1,081 62	
	" " premium on U. S. Bond sold	291 00	
			By Cash balance to new account.....
			\$33,773 63
1882.			
October 1.	To Cash balance from old account.....	\$33,773 63	
			\$33,773 63

HARRIET STONER FUND.		DR.	CR.
1881.			
October 1.	To Cash balance from old account....	\$135 39	
	" " interest.....	5 46	
			By Cash balance to new account
			\$140 85
1882.			
October 1.	To Cash balance from old account. .	\$140 85	
			\$140 85

DR.	CARY FUND.	CR.
1881.		
October 1.	To Cash balance from old account.....	\$93 09
"	" " interest.....	3 74
		\$96 83
1882.		
October 1.	To Cash balance from old account.....	\$96 83

DR.	RECAPITULATION.	CR.
Real Estate Fund.....	Cash in N. Y. Life Insurance and Trust Co.....	\$41,886 62
Library Fund.....	" United States Trust Co.....	18,822 05
Frizzell Fund.....	" Merchants' National Bank.....	5,896 95
Building Fund.....	" Inst. for Savings of Merchants Clerks.....	5,561 80
Harriet Stoner Fund.....	" Seaman's Savings Bank.....	1,878 11
Cary Fund.....	Bond and Mortgages.....	2,000 00
		\$69,984 48

STATE OF NEW YORK, }
CITY AND COUNTY OF NEW YORK, } ss.

George A. Robbins of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 9th }
day of November, 1882. }

ANDREW WARNER,

Notary Public, N. Y.

GEORGE A. ROBBINS.

Report of the Superintendent and Physician.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN :—In conformity with the regulation of your Board and of the law requiring a financial and statistical report of the charitable institutions of this State, to be made on the 30th day of September in each year, I have the honor to present to you herewith a statement of the statistics and experience of the Administrative and Medical departments of this Institution for the past year.

ADMINISTRATIVE.

A complete list of the pupils' names and residences, in town, county and State, has been prepared as usual for publication. The following table gives a summary of the pupils connected with the Institution during the year.

	Males.	Females.	Total.
Number present September 30, 1881.....	275	157	432
Former pupils re-admitted.....	19	14	33
New pupils admitted	23	13	35
Whole number.....	316	184	500
Number who have left during the year.....	48	31	79
Number connected with the Institution September 30, 1882.....	268	153	421

The 500 pupils present at the Institution within the year, were supported as follows:

By the State of New York,	295
By the Counties of New York,	117
By the State of New Jersey,	80
By the parents, or guardians,	8
Total,	500

Of the 68 admissions and re-admissions, 42 were State pupils, 14 County pupils, 9 were from New Jersey, and 3 were private.

Of the 79 discharges, 54 were State and 2 County pupils, 18 from New Jersey, and 5 were private.

The average number of pupils connected with the Institution during the year was 469. The average number has been 15 less than last year, but so nearly divided between the sexes that it has not materially affected the classification in either department.

The diminution in the number of pupils during the past two years may be attributable in a good degree to the fact that the two other institutions for deaf and dumb located in the City of New York, have enlarged their buildings and secured increased facilities for support of pupils. Also, that some of our older pupils have graduated, and were residents of the central or western counties of the State, where the three other institutions are supplying the demands for younger pupils.

FINANCIAL.

The detailed accounts of receipts and disbursements entrusted to my supervision are embraced as usual in the report of the Treasurer. The moneys received from the counties for support of pupils, and those from other sources, have been verified monthly by the Executive Committee and the records and vouchers carefully preserved. The expenditures authorized by your Board have exceeded the ordinary receipts to an unusual degree. The receipts were diminished the same as last year by the limited amount allowed by the Legislature for the support of State pupils. Although a per capita increase in the amount for State pupils was granted at the last session, it does not take effect till October 1st, and therefore does not in any way relieve the burden of the past two years.

The cost of supplies and the rates of wages have not materially diminished during the year, and notwithstanding special efforts have been made to keep the expenditures down, a serious deficiency has been experienced. The measure of relief afforded by the recent action of the Legislature, it is to be hoped, will prevent the danger of a similar result for the ensuing year.

INDUSTRIAL.

In recording the progress of the several industries, I am persuaded a good result, nearly if not quite commensurate with its importance, has been obtained. The pupils have evinced a willingness, determination and pride in their different pursuits most commendable. I can but feel that to relinquish this portion of the institution curriculum would detract very seriously from the ultimate life work of every pupil. It is a division of effort and attainment, although at times thought by some to be extremely irksome and unimportant, which will add very materially to their future happiness and success. They here become accus-

ed to labor and to recognize it as a part of their daily duty, and as they approach the day of graduation, the great majority are enabled to realize their peculiar advantages and to thank the founders and supporters of this noble charity most heartily for the blessings they have received. If the donors and friends could witness the bright, intelligent faces, and grateful expressions of the pupils when they leave, and hear the evidences of abundant success and self support in their life work as they return from time to time to visit their *Alma Mater*, I am sure it would be a sufficient reward for the efforts made by them as well as by all interested in the perfection of their education.

I desire most earnestly in this connection to urge the erection of a Green House in a section of the garden, for the cultivation of flowers, vines and shrubbery, by the pupils, under the instruction of the gardener. A moderate outlay in the beginning would accomplish much, and the annual increase of plants and exotics would in a very few years repay the entire investment, besides affording the pupils, both boys and girls, an additional pursuit which I consider peculiarly adapted to their tastes and capacity.

The following exhibit of work accomplished, and of the resources of the farm and garden, although showing only a portion of the work done by the pupils, is an evidence of the busy life and character of the household.

PRINTING OFFICE.

(Estimated value of work done for the Institution, and cash receipts.)

For the Educational Department.....	\$85 25
For the Administrative Department.....	86 75
Printing Annual Report	350 00
Custom work (Cash)	1,316 00
On account of sale of old press.....	50 00
	<hr/>
	\$1,888 00

CARPENTER SHOP.

Estimated value of new work and repairs done for the Institution	\$3,752 25
Custom work (Cash).....	7 75
	<hr/>
	\$3,760 00

SHOE SHOP.

Number of pairs of shoes made.....	690
Cost of 778 pairs of shoes distributed.....	\$2,141 50
Cost of repairing 1,887 pairs of shoes.....	977 65
Custom work (Cash).....	85 00
	<hr/>
	\$3,154 15

Report of the New York Institution for the

TAILOR SHOP.

Number of coats made	207
Number of jackets made	220
Number of pairs of pants made.....	640
Number of vests made.....	109
Number of straw ticks made.....	17
Number of boys' aprons made	50
Cost of 221 coats distributed.....	\$773 07
Cost of 158 jackets distributed.....	509 82
Cost of 532 pairs of pants distributed.....	1,465 30
Cost of 88 vests distributed.....	170 35
Custom work (Cash).....	5 00
	<hr/>
	\$2,923 54

FARM AND GARDEN.

(Estimated value of vegetables, fruit, milk, poultry and eggs produced and used in the Institution.)

Apples, 20 barrels.....	\$60 00	Brought up.....	\$3,223 10
Asparagus, 39 bunches.....	7 80	Parsnips, 163 bushels.....	244 50
Beans, 58 bushels.....	101 50	Pears, 15½ bushels.....	19 37
Beets, 290 bushels.....	290 00	Peas, 52½ bushels.....	78 75
Butter, 45 pounds.....	12 60	Peppers, 1½ bushels...	1 50
Cabbage, 3,776 heads.....	377 60	Pie plant, 685 bunches.....	47 95
Carrots, 38 bushels.....	88 00	Potatoes, 100 barrels..	300 00
Celery, 347 dozen.....	347 00	Pumpkins, 200.....	30 00
Chickens, 18 pairs.....	18 00	Radishes, 120 bushels.....	360 00
Cucumbers, 14½ bushels.....	14 50	Spinach, 100 barrels...	150 00
Eggs, 250 dozen.....	62 50	Sprouts, 62 barrels ...	77 50
Egg plants, 67	10 05	Squash, 33.....	4 95
Leeks, 530 dozen.....	5 30	Straw, 1 ton.....	18 00
Lettuce, 186 bushels..	558 00	Sweet corn, 420 dozen.....	105 00
Milk, 16,859 quarts...	927 25	String beans, 53 bushels.....	79 50
Onions (green), 60 bchs.....	3 00	Tomatoes, 255 bushels.....	255 00
Onions 160 bushels....	240 00	Turnips, 68 bushels...	34 00
Parsley, 875 bunches..	150 00		<hr/>
			\$5,029 12
Amount carried up..	\$3,223 10		

SEAMSTRESS ROOMS.

(Articles made, in addition to a large amount of work done in mending, alterations, etc.)

Aprons.....	500	Pillow cases.....	667
Bags.....	30	Screens.....	20
Chemises.....	85	Sheets.....	460
Counterpanes.....	94	Shirts.....	341
Curtains.....	170	Skirts.....	25
Drawers.....	140	Table cloths.....	80
Dresses.....	337	Towels.....	1,190
Napkins.....	108	Towels (slate).....	500
Night dresses.....	190	Under-vests..	145

REPAIRS AND IMPROVEMENTS.

The necessity for retrenchment in the extraordinary repairs and improvements, owing to our limited resources, has continued, and efforts have accordingly been made in these as in all other expenditures, to limit the amount, so far as consistent, with the best working of the Institution. Some repairs, though urgent, have been necessarily postponed, and those deemed most important accomplished.

1. The Cottage Hospital, which was seriously damaged by fire in April last, on account of a defective chimney flue, required a renewal of a part of the two floors, a portion of the walls and the roof. It has been thoroughly repaired and painted, and is ready for use.

2. The two iron fire-escapes placed at the ends of the school building and extending four stories, have been erected in a style and manner satisfactory to the Fire Commissioner. The three two-story fire-escapes ordered by your Board for the Branch Institution at Tarrytown, have also been erected.

3. Five hundred and twenty feet of picket fence, six feet in height, and constructed principally by the labor of the boys, has been placed on the southern boundary of the grounds of the main building.

4. The special plumbing and partial renewal of the Tower and Infirmary closets, and several bath tubs, wash-bowls and sinks in and adjoining the main building, has been completed in accordance with the views of the sanitary officers of the Health Department.

5. The five lengths of main sewer pipe extending into the Hudson River beyond the railroad, and accidentally misplaced by a passing vessel, have been replaced and secured upon a stone foundation.

6. A No. 6½ Hoe News and Job Cylinder Press has been purchased, and found to be a great improvement upon the old steam press formerly in use at the printing office.

7. The repairs to the four boilers at the boiler house, and the usual renovation of the buildings, plastering, kalsomining, painting, etc., was performed during the summer vacation.

MEDICAL.

It is with profound thankfulness that we are able to exhibit the medical record of another year, in which not a single death at the Institution has occurred. A few cases of chicken pox, our only experience of an epidemic form, appeared in the early part of the term, and it was while they were under treatment at the Cottage Hospital, on the afternoon of November 28th, that a fire accidentally started in the attic near the chimney. The most of the roof, and about a third of the

walls and two ceilings, were seriously damaged before the fire was extinguished. The pupils were removed without alarm when the fire began, and no accident took place among the officers or inmates during the temporary excitement.

The following table shows the number and character of diseases treated among the pupils at the Infirmary and Cottage Hospital within the year :

	Males.	Females.	Total.
Abscess.....	7	3	10
Amenorrhœa.....		1	1
Bronchitis.....	6	7	13
Catarrh.....	2	5	7
Chicken Pox.....	6		6
Chills and Fever.....	3	9	12
Conjunctivitis.....	6	2	8
Croup.....	4	1	5
Carbuncle.....	1		1
Debility.....	2	1	3
Diarrhœa.....		5	5
Dyspepsia.....		1	1
Erysipelas.....		5	5
Eczema.....	3		3
Ecthema.....	1		1
Epilepsy.....	1		1
Granular lids.....	4		4
Injury.....	13	3	16
Iritis.....	1		1
Influenza.....	2		2
Jaundice.....		1	1
Lichen.....	1		1
Malarial Fever.....	2	1	3
Poison by Ivy.....	4		4
Pneumonia.....	2	2	4
Rheumatism.....	4	5	9
Scabies.....	4		4
Tonsillitis.....	10	18	28

ACKNOWLEDGMENTS.

In behalf of the pupils, I am happy to acknowledge the receipt of the following periodicals and newspapers from their respective editors or proprietors. These weekly and monthly sources of delightful intercourse with the various regions of the State and county with which

many of them are familiar, are most welcome and highly appreciated by the recipients.

Monthly.

Golden Days, Philadelphia, Pa.
Sheltering Arms, New York City.
Our Record, Buffalo, N. Y.
The Mute Ranger, Austin, Texas.
The Silent Observer, Knoxville, Tenn.
Sunday School Journal, New York City.

Semi-Monthly.

Sunday School Advocate, New York City. (Two copies.)
Deaf-Mute Record, Fulton, Mo.
Deaf-Mute Hawkeye, Council Bluffs, Ia.
Maryland Deaf-Mute Bulletin, Frederick, Md. (Two copies.)
Mute's Companion, Faribault, Minn.
Mutes' Journal of Nebraska, Omaha, Neb.
Kentucky Deaf-Mute, Danville, Ky.

Semi-Weekly.

New York Times.
New York World.

Weekly.

The Evangelist, New York City.
Newburgh Weekly Journal, Newburgh, N. Y.
The Utica Weekly Herald, Utica, N. Y.
The Watertown Reformer, Watertown, N. Y.
The Rome Sentinel, Rome, N. Y.
The Saratogian, Saratoga Springs, N. Y.
The Weekly State Gazette, Trenton, N. J.
The New Rochelle Press, New Rochelle, N. Y.
The Wisconsin Deaf-Mute Times, Delavan, Wis. (Two copies.)
Vis-a-Vis, Columbus, O.
The Deaf-Mute Mirror, Flint, Mich. (Two copies.)
The Deaf-Mutes' Journal, New York City. (Two copies.)
The Kansas Star, Olathe, Kan.
The Goodson Gazette, Staunton, Va. (Two copies.)
The Tablet, Romney, W. Va.
The Deaf-Mute Index, Colorado Springs, Col.

We are indebted, as heretofore, to the officers of the New York, Lake Erie & Western Railroad, and the Peoples Line of Steamers, for tickets at half fare for the pupils going home for their vacation.

To the officers of the Fair of the American Institute, for free tickets of admission for several classes of our pupils

To the officers of the American Bible Society, for 300 Bibles for the use of the pupils.

To F. H. Wines, Esq., Secretary of the Illinois State Board of Charities, for one bound volume of Manuscript Sermons of Mr. Abraham O. Stansbury, the first teacher of this Institution.

To Laura C. Redden, a semi-mute authoress, for one bound volume of "Sounds from Secret Chambers."

To Mrs. Alexander Hamilton, for gifts of candy and fruit, on several occasions.

To Mrs. A. S. Briggs, for a treat of strawberries.

To Miss Julia Cooper and other members of the Ladies' Committee, for a supply of presents for the Christmas tree for the little boys at the Branch Institution at Tarrytown.

To Dr. William Frothingham and Dr. E. Herrick, the consulting physicians, and to Dr. E. G. Loring, I am especially indebted for professional courtesies and assistance.

CONCLUSION.

In January last, Dr. J. H. Farman, of Tarrytown, having relinquished the position of visiting physician at the Branch Institution, Dr. J. H. Ashton, of Irvington, accepted the appointment of your Board to fill the vacancy.

Miss Jane D. Lavery, Housekeeper, who had been a faithful officer of the Institution for about fifteen years, resigned in May, and removed to a distant part of the State. Miss A. M. Noble, of Suffield, Conn., was chosen to fill the position.

Mr. Chas. M. Smith, who had held the position of clerk for about five years, resigned in June last. Mr. C. J. Roadstrand, of New York City, has accepted the place thus made vacant.

Miss E. S. Beecher, the faithful assistant in the supervision of the girls, resigned in December on account of failing health. The duties of the position have since been ably performed by Miss M. E. Montgomery.

Mrs. L. Berryhill, Nurse, resigned in May, and Miss Mary C. Fraser, who had acted as night nurse for two years previously, accepted the position, and has performed the duties most creditably.

In recording the experience of another year in caring for this large household, I am pleased to report one of unusual healthfulness and prosperity, and the continuance of harmony, efficiency and cordial effort on the part of all the officers and employes. It is largely to this fact that I attribute the quiet contentment and happiness of the pupils and the measure of success, under the protecting care of a Merciful Providence, which has been attained in the departments which I have supervised.

In the review of nearly a decade in the responsible position held by me, I cannot refrain from expressing anew my most grateful acknowledgments to you, gentlemen, for the hearty co-operation and support you have always rendered. Under your continued, kind and fostering care, I feel confident the Institution cannot fail to fulfill its mission in behalf of the afflicted ones for whom it was designed.

Respectfully yours,

WILLIAM PORTER,

Superintendent and Physician.

NEW YORK, Sept. 30, 1882.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING SEPTEMBER 30, 1882.

MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Aby, Louis N.....	West Troy.....	Albany.
Anhalt, George, Jr.....	New York.....	New York.
Atkinson, William.....	Paterson.....	Passaic, N. J.
Avens, Frank.....	Brooklyn.....	Kings.
Baars, Frederick W.....	Brooklyn.....	Kings.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Banter, Edward.....	Paterson.....	Passaic, N. J.
Barger, Charles.....	Putnam Valley.....	Putnam.
Bauer, Michael.....	New York.....	New York.
Baxter, Archibald McC....	New York.....	New York.
Bechard, Alfred.....	Cohoes.....	Albany.
Becker, John R.....	Easton.....	Washington.
Bentley, Thomas, Jr.....	New York.....	New York.
Berray, Seymour A.....	Walton.....	Delaware.
Bettels, Henry.....	New York.....	New York.
Betz, Henry, Jr.....	New York.....	New York.
Beyer, Henry.....	New York.....	New York.
Bingham, Walter L.....	Mabanesville.....	North Carolina.
Black, John M.....	Rahway.....	Union, N. J.
Blake, Charles F.....	Brooklyn.....	Kings.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bowers, Wilber L.....	Brooklyn.....	Kings.
Bowker, Isaac B.....	Trenton.....	Mercer, N. J.
Bradley, James.....	Orange.....	Essex, N. J.
Brauer, Albert.....	Brooklyn.....	Kings.
Brede, Louis.....	Jersey City.....	Hudson, N. J.
Brede, Peter.....	Jersey City.....	Hudson, N. J.

Name.	Town.	County.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn.....	Kings.
Brockmann, Isaac.....	New York.....	New York.
Brown, Daniel H.....	New York.....	New York.
Brown, Ellsworth A.....	Kirkland.....	Oneida.
Buermann, Henry....	New York.....	New York.
Burkhardt, Julius.....	Brooklyn.....	Kings.
Burland, Nicholas.....	Hurley.....	Ulster.
Butterly, Peter, Jr.....	New York.....	New York
Caldicott, Frederick S.....	Newark.....	Essex, N. J.
Calwell, William.....	Albany.....	Albany.
Capelli, Anthony.....	New York.....	New York
Carlman, Thure E.....	Albany.....	Albany
Caton, James H.....	Lloyd.....	Ulster
Chinery, John F.....	New York.....	New York
Clinton, Richard T.....	New York.....	New York
Cohen, Henry.....	New York.....	New York
Connor, James.....	Passaic.....	Passaic, N. J.
Connors, John, Jr.....	Watervliet.....	Albany.
Coombs, William.....	New York.....	New York.
Costuma, David.....	New York.....	New York.
Cotter, William, Jr.....	New York.....	New York.
Coulter, Arthur W.....	New York.....	New York.
Crorken, Francis....	New York.....	New York.
Cunningham, Dennis.....	Hudson.....	Columbia.
Dackermann, Philip.....	Brooklyn.....	Kings.
Davis, Henry A.....	New York.....	New York.
Davit, Henry.....	Kingston.....	Ulster.
Donnelly, Joseph H.....	New York.....	New York.
Donohue, William, Jr.....	Binghamton.....	Broome.
Drum, Jeremiah.....	Troy.....	Rensselaer.
Dunn, Ulysses G.....	Paris.....	Oneida.
Durian, William.....	New York.....	New York.
Ecka, Frank.....	Brooklyn.....	Kings.
Eckert, Frederick.....	New York.....	New York.
Edwards, Sidney.....	Youngsville.....	Sullivan.
Egan, Michael.....	New York.....	New York.
Ekarth, Frederick....	New York.....	New York.
Engle, Paul.....	Berne.....	Albany
Enz, William.....	New York....	New York.
Erdmann, Gustave.....	New York.....	New York.
Falte, August.....	New York.....	New York.
Farrel, John	New York.....	New York.

Name.	Town.	County.
Felton, Fred, Jr.....	Sheridan.....	Chautauqua.
Fenton, George E.....	Pitcher.....	Chenango.
Fisher, George T.....	Dunkirk.....	Chautauqua.
Flanagan, Wm. H., Jr.....	Newburg.....	Orange.
Fogerty, Peter J.....	New York.....	New York.
Fogle, Peter.....	Albany.....	Albany.
Fosmire, William H.....	Troy.....	Rensselaer.
Freid, Maxyea.....	New York.....	New York.
Friday, Benjamin.....	Albany.....	Albany.
Friess, George.....	New York.....	New York.
Fritz, John.....	Brooklyn.....	Kings.
Gallagher, Bernard.....	New York.....	New York.
Garson, Eli, Jr.....	Black Brook.....	Clinton.
Garrison, John H.....	Troy.....	Rensselaer.
Gately, Patrick J.....	New York.....	New York.
Gehring, Louis.....	Brooklyn.....	Kings.
Gilmore, William.....	New York.....	New York.
Glass, John.....	New York.....	New York.
Gleason, Frank.....	New York.....	New York.
Gleason, George.....	New York.....	New York.
Glosque, Joseph, Jr.....	Yonkers.....	Westchester.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Golland, Isaac, Jr.....	New York.....	New York.
Goor, John.....	New York.....	New York.
Goreth, Joseph.....	Walkill.....	Orange.
Gorman, Michael.....	New Monmouth.....	Monmouth, N. J.
Grant, R. H.....	New York.....	New York.
Gundersdorff, Edward.....	Hoboken.....	Hudson, N. J.
Hackett, William H.....	New York.....	New York.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Haight, Tilson W.....	New York.....	New York.
Hall, George W.....	New York.....	New York.
Hamm, Henry.....	New York.....	New York.
Hanley, Dennis.....	Kingston.....	Ulster.
Hanneman, Abraham.....	New York.....	New York.
Hannoman, Herman.....	New York.....	New York.
Hanneman, Julius.....	New York.....	New York.
Hanson, William.....	New York.....	New York.
Harris, William I.....	New York.....	New York.
Harth, Robert.....	New York.....	New York.
Hartigan, George.....	New York.....	New York.
Held, Henry.....	Albany.....	Albany.

Name.	Town.	County.
Heller, Robert C.....	Musconetcong.....	Hunterdon, N. J.
Henriques, Herbert H.....	Brooklyn.....	Kings.
Henry, Robert J.....	York.....	Livingston.
Herrmann, Lewis.....	New York.....	New York.
Hopper, Thomas N.....	Newark.....	Essex, N. J.
Houck, Frank M.....	Arkwright.....	Chautauqua.
Howard, Edward.....	Baileytown.....	Salem, N. J.
Hunt, John S.....	Blooming Grove....	Orange.
Huykamp, Henry.....	Hohokus.....	Bergen, N. J.
Ingebrand, John, Jr.....	New York.....	New York.
Innis, William.....	New York.....	New York.
Isaacs, Benjamin.....	New York.....	New York.
Jacobs, Jacob.....	Brooklyn.....	Kings.
Jamieson, Thomas, Jr.....	Flatbush.....	Kings.
Jastram, Charles.....	New York.....	New York.
Jaynes, John W.....	New York.....	New York.
Johnson, Philip.....	North Greenbush..	Rensselaer.
Joseph, Harry.....	New York.....	New York.
Jourdan, Frank.....	New York.....	New York.
Kansridle, John, Jr.....	New York.....	New York.
Keegan, Teddy.....	Brooklyn.....	Kings.
Kees, Paul.....	Newark.....	Essex, N. J.
Keiserwetter, Charles.....	New York.....	New York.
Kennedy, Henry J.....	New York.....	New York.
Kerr, Robert S.....	Rahway.....	Union, N. J.
Kickens, John.....	Hoboken.....	Hudson, N. J.
Kinley, Charles J.....	Yorktown.....	Westchester.
Kinney, Peter.....	Newark.....	Essex, N. J.
Kistler, Jacob A.....	New York.....	New York.
Knox, Frederick.....	Brooklyn.....	Kings.
Koenig, Carl.....	New York.....	New York.
Koffer, John.....	New York.....	New York.
Kohler, Max.....	New York.....	New York.
Kreicheldorf, William.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Lancaster, Lucas C.....	Cornwall.....	Orange.
Lange, Charles.....	Brooklyn.....	Kings.
Lennon, John W.....	Olive.....	Ulster.
Letts, Charles.....	Salina.....	Onondaga.
Lever, Joseph D.....	German Flats.....	Herkimer.
Lloyd, John, Jr.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.

Name.	Town.	County.
Lorceer, Theodore.....	New York.....	New York.
Lounsbury, Theodore J....	New York.....	New York.
Loyd, James B.....	Westfield.....	Chautauqua.
Lying, Edwin.....	New Brunswick.....	Middlesex, N. J.
Lyons, John W.....	Brooklyn.....	Kings.
Matthews, Eugene.....	New York.....	New York.
Matthews, Peter E.....	Port Oram.....	Morris, N. J.
McConnell, Gibson.....	Poughkeepsie.....	Dutchess.
McCormick, Charles.....	New York.....	New York.
McDonald, Andrew.....	New York.....	New York.
McEvoy, John J.....	Fishkill.....	Dutchess.
McKerahan, Edward.....	New York.....	New York.
McVea, William.....	New York.....	New York.
Meade, Peter.....	Albany.....	Albany.
Meinken, Frederick W....	New York.....	New York.
Messer, Archibald.....	Albany.....	Albany.
Michael, Alexander.....	New York.....	New York.
Michel, Emil.....	New York.....	New York.
Miller, George W.....	New York.....	New York.
Miller, Joseph.....	Gilboa.....	Schoharie.
Miller, Max.....	New York.....	New York.
Minotti, Carlo.....	New York.....	New York.
Mitchell, Peter, Jr.....	New York.....	New York.
Mooney, John.....	West Farms.....	Westchester.
Moore, John.....	New York.....	New York.
Moore, William, Jr.....	New York.....	New York.
Morisse, George H.....	New York.....	New York.
Morris, William.....	Beekman.....	Dutchess.
Morris, William, Jr.....	Stapleton.....	Richmond.
Muench, Henry.....	Brooklyn.....	Kings.
Mull, Charles F.....	Albany.....	Albany.
Nash, James.....	Lenox.....	Madison.
Newman, Ashburnham C....	Lachine.....	Canada.
Newton, Charles D.....	Owego.....	Tioga.
Noble, Gifford J.....	Clinton.....	Dutchess.
Nutt, Frank.....	Trenton.....	Mercer, N. J.
Oakes, Charles D.....	New York.....	New York.
O'Brien, John.....	New York.....	New York.
O'Connell, John, Jr.....	New York.....	New York.
Odell, George W.....	Rye.....	Westchester.
Ogle, James.....	Newburg.....	Orange.
Ogle, John.....	Newburg.....	Orange.
Ogle, Robert.....	Newburg.....	Orange.

Name.	Town.	County.
Ogle, William.....	Newburg.....	Orange.
Osborne, Charles F.....	Warwick.....	Orange.
O'Sullivan, Richard M.....	New York.....	New York.
Owitz, Henry.....	New York.....	New York.
Pach, Alexander L.....	Red Bank.....	Monmouth, N. J.
Palmer, Myron.....	Coxsackie.....	Greene.
Parrish, John F.....	Jackson.....	Washington.
Paul, Andrew.....	Brooklyn.....	Kings.
Pechette, Charles.....	Cohoes.....	Albany.
Penrose, Frank T.....	Puterson.....	Passaic, N. J.
Perkins, George.....	Alfred.....	Alleghany.
Pidcock, Henry F.....	Lambertville.....	Hunterdon, N. J.
Piñeres, Vicente G de.....	Bogota.....	U. S. of Colombia.
Pitt, William J.....	Haverstraw.....	Rockland.
Plunkett, James.....	New York.....	New York.
Porter, George S.....	Liberty.....	Sullivan.
Powers, James.....	Flushing.....	Queens.
Probst, Herman.....	New York.....	New York.
Quigg, John.....	Kingston.....	Ulster.
Reid, William.....	New York.....	New York.
Reider, Charles E.....	Washington.....	Warren, N. J.
Reilly, William J.....	New York.....	New York.
Reimann, William H.....	Liberty.....	Sullivan.
Reinbold, Louis.....	Wheatfield.....	Niagara.
Reininger, Adolph.....	New York.....	New York.
Reininger, Joseph.....	New York.....	New York.
Roberts, John J.....	New York.....	New York.
Robinson, Stanley.....	Jamesburg.....	Middlesex, N. J.
Rose, William.....	New York.....	New York.
Rosenecter, Powell.....	New York.....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rudolph, Frederick.....	New York.....	New York.
Russell, Frank E.....	Brooklyn.....	Kings.
Ryckman, William A.....	New York.....	New York.
Salter, William L.....	Delaware.....	Hunterdon, N. J.
Sartor, Albert.....	New Lots.....	Kings.
Schanck, Henry.....	Freehold..	Monmouth, N. J.
Scharlin, Jacob.....	New York.....	New York.
Scheifer, Emil F.....	Montclair.....	Essex, N. J.
Schleich, Martin, Jr.....	Brooklyn.....	Kings.
Schmidt, Charles.....	New York.....	New York.
Schmidt, George.....	New York.....	New York.
Schnakenberg, Henry.....	Hoboken.....	Hudson, N. J.

Name.	Town.	County.
Schneider, Edward.....	New York.....	New York.
Schuermann, Henry B.....	Neuwy.....	Bergen, N. J.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.
Sexton, Richard M.....	Hague.....	Warren.
Shanks, William G.....	Albany.....	Albany.
Sharkey, Philip.....	Albany.....	Albany.
Sherran, Charles.....	Hempstead.....	Queens.
Silliman, Frank D.....	Fulton.....	Schoharie.
Silvermond, Adolph.....	Jersey City.....	Hudson, N. J.
Sinclair, Austin.....	Perryville.....	Hunterdon, N. J.
Singer, Eugene H.....	New York.....	New York.
Smith, Burdette.....	Albany.....	Albany.
Smith, Elmer E.....	French Creek.....	Chautauqua.
Smith, Louis G.....	Rensselaerville.....	Albany.
Smith, Nicholas.....	New York.....	New York.
Soldwedel, Louis.....	New York.....	New York.
Sparrow, Charles H.....	New York.....	New York.
Spring, Henry.....	New York.....	New York.
Stauch, John.....	New York.....	New York.
Stephenson, John.....	Wilmington.....	Essex.
Storm, Frederic T.....	Middletown.....	Orange.
Stowell, Charles W.....	Buffalo.....	Erie.
Stratton, James W.....	New York.....	New York.
Strope, Lawrence D.....	Stockport.....	Columbia.
Stryker, Frank A.....	New Brunswick....	Middlesex, N. J.
Sullivan, Dennis.....	Haverstraw.....	Rockland.
Taplin, John E.....	Brooklyn.....	Kings.
Thomas, Arthur L.....	Catskill.....	Greene.
Thompson, Charles T.....	Brooklyn.....	Kings.
Thompson, James.....	New York.....	New York.
Thorne, James T.....	Newburg.....	Orange.
Tillman, Frederick.....	New York.....	New York.
Toohey, Joseph.....	New York... ..	New York.
Torsney, John.....	Ninneville.....	Essex.
Totten, Oscar J.....	New York.....	New York.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn... ..	Kings.
Tyler, Ira.....	New York.....	New York.
Uprichard, David.....	New York.....	New York.
Vallely, John.....	New York.....	New York.
Vandegrift, George.....	Schoharie.....	Schoharie.

Name.	Town.	County.
Van Pelt, Calvin N.....	Matawan.....	Monmouth, N. J.
Wagele, Antoine.....	New York.....	New York.
Wagele, Joseph.....	Long Island City...	Queens.
Walker, William.....	Elmira.....	Chemung.
Wall, Frank C.....	Washington Valley.	Somerset, N. J.
Wankowski, Frank.....	Ossining.....	Westchester.
Wanzel, John.....	Brooklyn.....	Kings.
Ward, John B.....	Newark	Essex, N. J.
Watkins, William, Jr.....	Albany.....	Albany.
Watson, William W.....	Yonkers.....	Westchester.
Wein, Ignatz.....	New York.....	New York.
Weller, George T.....	Crawford.....	Orange.
Welsh, John.....	Jersey City Heights.	Hudson, N. J.
Wentz, Heinrich.....	Jersey City.....	Hudson, N. J.
West, Eugene A.....	Linklaen.....	Chenango.
Whalen, Edward.....	New York.....	New York.
Whalen, William.....	Metuchen.....	Middlesex, N. J.
White, Alexander.....	Jersey City.....	Hudson, N. J.
Wicke, Frederick C.....	New York.....	New York.
Wilken, Julius.....	Flushing.....	Queens.
Williams, James.....	Jersey City.....	Hudson, N. J.
Williamson, John A.....	Lambertville.....	Hunterdon, N. J.
Winne, Solomon.....	Kingston.....	Ulster.
Wood, Frank A.....	Boston.....	Mass.
Woodin, Lister.....	Dover.....	Dutchess.
Wormer, Edmond R.....	Albany.....	Albany.
Wormeth, George W.....	Delaware.....	Sullivan.
Zorn, Herman.....	New York.....	New York.
Zundel, Robert.....	New York.....	New York.

FEMALES.

Ackermann, Josephine B...	Yonkers.....	Westchester.
Adams, Florence.....	Brooklyn	Kings.
Aird, Catherine.....	New York.....	New York.
Allen, Carrie M.....	New York.....	New York.
Anderson, Henrietta.....	Greenville.....	Hudson, N. J.
Antusch, Amelia.....	Newton	Queens.
Ashmead, Amelia S.....	Jamaica.....	Queens.
Atwell, Ida M.....	Denning.....	Ulster.
Austin, Almeda M.....	Watertown.....	Jefferson.
Austin, Nellie.....	Hudson	Columbia.
Averell, Edith.....	Brooklyn.....	Kings.
Babcock, Edith.....	Southampton.....	Suffolk.

Name.	Town.	County.
Baldwin, Catherine.....	Cambridge.....	Washington.
Barragher, Mary L.....	Hancock.....	Delaware.
Barrett, Aleeta F.....	Bedford.....	Westchester.
Beesmer, Cora J.....	Olive.....	Ulster.
Bennett, Mary L.....	West Orange.....	Essex, N. J.
Bergen, Jane E.....	Somerville.....	Somerset, N. J.
Berley, Augusta.....	New York.....	New York.
Blaurock, Minna R.....	Orange.....	Essex, N. J.
Bogatiska, Margaret.....	New York.....	New York.
Bologne, Josephine.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York.....	New York.
Briggs, Sarah.....	Neversink.....	Sullivan.
Brown, Mary.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Bryan, Anna C.....	Bound Brook.....	Somerset, N. J.
Bucher, Frederika.....	Newark.....	Essex, N. J.
Buss, Johanna.....	Hoboken.....	Hudson, N. J.
Butler, Phebe M.....	New York.....	New York.
Caldicott, Ada D.....	Newark.....	Essex, N. J.
Cheek, Mary E.....	New York.....	New York.
Christian, Louisa....	New York.....	New York.
Closson, Mary E. H.....	Trenton.....	Mercer, N. J.
Conklin, Lorena.....	Cochecton.....	Sullivan.
Coppock, Elizabeth A.....	Jersey City.....	Hudson, N. J.
Craig, Agnes.....	Brooklyn.....	Kings.
Croak, Maria.....	Watervliet.....	Albany.
Corlius, Grace.....	New York.....	New York.
Corlius, May C.....	New York.....	New York.
Daven, Sarah A.....	Whippany.....	Morris, N. J.
Davenport, Lillie....	New York.....	New York.
Davis, Clara E.....	New York.....	New York.
Day, Ida.....	Franklin Furnace..	Sussex, N. J.
Day, Lura.....	Tompkins.....	Delaware.
Decker, Georgie.....	Montgomery.....	Orange.
Derrick, Ellen.....	Long Island.....	Queens.
DeWilleger, Isabella.....	New York.....	New York.
Dillingham, Ella.....	Brooklyn.....	Kings.
Dixon, Carrie.....	Elizabeth.....	Union, N. J.
Donoho, Margaret A.....	New York.....	New York.
Doremus, Mary.....	Patterson.....	Passaic, N. J.
Ecka, Mina.....	Brooklyn.....	Kings.
Eckel, Ella L.....	Somerset.....	Union.

Name.	Town.	County.
Eckert, Sarah L.....	New York.....	New York.
Fish, Mabelle S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Fisher, Sarah B.....	Dunkirk.....	Chautauqua.
Flint, Cora B.....	Gainesville.....	Wyoming.
Flint, Minnie.....	Gainesville.....	Wyoming.
Frantz, Ella M.....	Ellenville.....	Ulster.
Freeholder, Eva.....	New York.....	New York.
Fullerton, Annie.....	Raritan.....	Middlesex, N. J.
Ganiard, Florence M.....	Brooklyn.....	Kings.
Gantz, Rachel.....	Brooklyn.....	Kings.
Gartland, Catherine E.....	Jersey City.....	Hudson, N. J.
Goreth, Mary F.....	Walkill.....	Orange.
Gundersdorff, Amy.....	Hoboken.....	Hudson, N. J.
Hamilton, Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Haws, Hattie.....	New York.....	New York.
Heller, Sarah A.....	Reigelsville.....	Warren, N. J.
Helst, Mary.....	New York.....	New York.
Hericht, Tillie.....	New York.....	New York.
Hitchcock, Effie A.....	Flint.....	Michigan.
Hitz, Matilda.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Horle, Matilda.....	New York.....	New York.
Housel, Helen E.....	Newark.....	Essex, N. J.
Housel, Minnie.....	Newark.....	Essex, N. J.
Hunt, Katie.....	Gates.....	Monroe.
Jost, Mena.....	New York.....	New York.
Kaiser, Cornelia.....	New Paltz.....	Ulster.
Keeffe, Catherine.....	Rockland.....	Sullivan.
Kelly, Mary A.....	New York.....	New York.
Kennedy, Eliza.....	Macedon.....	Wayne.
Kennedy, Mary.....	Macedon.....	Wayne.
Ketchum, Clara E.....	Greenbush.....	Rensselaer.
Kilroy, Catherine.....	Kingston.....	Ulster.
Kline, Mary.....	New York.....	New York.
Knorr, Elizabeth.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.
Kugler, Annie C.....	Ramapo.....	Rockland.
Lambertson, Helena.....	Madison.....	Middlesex, N. J.
Lamm, Bertha.....	Brooklyn.....	Kings.

Name.	Town.	County.
Landt, Lina.....	New York.....	New York.
Lang, Josephine.....	New York.....	New York.
Levy, Jane.....	New Lots.....	Kings.
Lewis, Mary A.....	Albany.....	Albany.
Logue, Catherine.....	Yonkers.....	Westchester.
Long, Mary.....	New York.....	New York.
Long, Nellie.....	New York.....	New York.
Lovel, Antoinette V.....	Brooklyn.....	Kings.
Lungwitz, Lina.....	Brooklyn.....	Kings.
Marks, Anna.....	Middletown.....	Richmond.
Marks, Mary.....	New York.....	New York.
Marks, Rachel.....	Middletown.....	Richmond.
Marks, Sarah.....	New York.....	New York.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.
McClurg, Edna J.....	Richmond.....	Ontario.
McMillen, Elizabeth C.....	New York.....	New York.
Meade, Mary.....	Albany.....	Albany.
Miller, Emma M.....	Newtown.....	Queens.
Mills, Grace.....	Newark.....	Essex, N. J.
Moon, Cora.....	Whitehall.....	Washington.
Morehouse, Mattie E.....	Newark.....	Essex, N. J.
Morrison, Jane.....	Jersey City Heights.	Hudson, N. J.
Munson, Lizzie.....	Passaic.....	Passaic, N. J.
Nathan, Rachel.....	New York.....	New York.
Nicholson, Mary.....	New York.....	New York.
Noble, Elizabeth.....	New York.....	New York.
O'Keefe, Margaret.....	New York.....	New York.
Penrose, Mary G.....	Paterson.....	Passaic, N. J.
Peterson, Bertha.....	New York.....	New York.
Pfeffer, Mary C.....	New York.....	New York.
Pfister, Pia.....	New York.....	New York.
Porter, Sarah A.....	New York.....	New York.
Powers, Carrie L.....	Brooklyn.....	Kings.
Price, Honora.....	Port Richmond.....	Richmond.
Price, Mary E.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Rader, Cora M.....	Hope.....	Warren, N. J.
Rapp, Mary E.....	Albany.....	Albany.
Ray, Martha J.....	New York.....	New York.
Redner, Louisa.....	Utica.....	Oneida.
Reese, Sophia.....	Constantia.....	Oswego
Regan, Helen.....	New York.....	New York.

Name.	Town.	County.
Rhoades, Fannie L.....	Plattkill.....	Ulster.
Richter, Jane.....	New York.....	New York.
Rinneberg, Annie.....	Brooklyn.....	Kings.
Rogers, Eugenia.....	New York.....	New York.
Rooney, Agnes M.....	New York.....	New York.
Rosenburg, Annie.....	New York.....	New York.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catherine.....	New York.....	New York.
Schroeder, Elizabeth.....	Newark.....	Essex, N. J.
Schwan, Moneka.....	Newark.....	Essex, N. J.
Seeley, Margaret.....	Port Monmouth....	Monmouth, N. J.
Shiek, Catherine.....	Brooklyn.....	Kings.
Siegler, Sarah C.....	Jersey City Heights.	Hudson, N. J.
Sitterly, Winnifred.....	Guilderland.....	Albany.
Smith, Elnora.....	New York.....	New York.
Solomon, Esther.....	New York.....	New York.
Somers, Mary W.....	Bound Brook.....	Middlesex, N. J.
Spragne, Carrie E.....	Rockland.....	Sullivan.
Springsteen, Mary E.....	Oceanic.....	Monmouth, N. J.
Starbuck, Anna L.....	Malta.....	Saratoga.
Stebbins, Sarah A.....	Wellsville.....	Allegany.
Stockner, Alice.....	New York.....	New York.
Sturmwald, Sarah.....	Brooklyn.....	Kings.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.
Thurston, Emma E.....	New York.....	New York.
Tiedemann, Margaret.....	New York.....	New York.
Tyrrel, Jeneva.....	Brooklyn.....	Kings.
Vanness, Ada.....	Newark.....	Essex, N. J.
Van Pelt, Josephine.....	Newark.....	Essex, N. J.
Van Varick, Isbella S.....	New York.....	New York.
Vogel, Bertha.....	New York.....	New York.
Vogel, Mary.....	Jersey City Heights.	Hudson, N. J.
Waidler, Ann L.....	L. I. City.....	Queens.
Way, Theodora V.....	Caneada.....	Allegany.
Weidmann, Lizzie.....	New York.....	New York.
Wells, Emily.....	Harrisburg.....	Lewis.
Weyant, Mary A.....	Stony Point.....	Rockland.
Williams, Jane.....	Brooklyn.....	Kings.
Wolcott, Adelia L.....	Caton.....	Steuben.
Woods, Florence.....	Syracuse.....	Onondaga.
Wortendyke, Martha.....	Jersey City Heights.	Hudson, N. J.
Zwink, Emily.....	New York.....	New York.

order, obedience, attention, industry, energy. However disposed to the contrary, he is in a minority so small as to impress him with the futility of opposition. Habit soon makes agreeable what was before distasteful, and an awakened intellect enables him to comprehend the fundamental idea that, though he has hitherto been controlled for his good, the only way for him to secure real happiness is to control himself. This underlies all the preaching in the Chapel, all the teaching in the class-room, and it is the crowning glory of a teacher, if his pupils behave as well when removed from under his eye, and when performing avocations in the direction of which he has no part, as they do when they are stimulated by his magnetic presence and swayed by the kindly interest which strews with flowers the path of knowledge.

Next come the principles in accordance with which self-control is to be exercised. The foundation of them all is specifically the Decalogue given on Mount Sinai, the words of which our pupils are required to commit to memory, the exact meaning of which is made clear to them by all the resources of illustration, and the spirit of which they learn to be supreme love to God, and a true, unselfish, fraternal love to man. Here religion dawns upon their minds, not the religion of either Jew or Gentile as such, but the religion which recognizes God as the author and embodiment of good. Here now the State steps in with her limitation to sectarian instruction, and the conscientious teacher, anxious to render under Cæsar the things that are Cæsar's, and to God the things that are God's, ponders upon a problem which could easily be solved provided his pupils could enjoy with him only secular and strictly moral instruction, while they learned at home and in Church or synagogue, the distinctive theological tenets of their parents. But, depending upon him for all their knowledge, the simple method of separating church and state, so feasible in the case of hearing children, cannot be employed with the deaf, and so they must either grow up in ignorance of what conscientious parents regard as of fundamental importance, or they must receive special instruction while at school. Happily there are so many points in common among Christian believers, that much of what is to be taught concerning religious doctrine is in fact unsectarian, requiring only a small portion of the pupils to be separated from the others in a general course of religious training. After this, it is comparatively easy to group the pupils in such a way that they can receive special knowledge of distinctive doctrines, and be permitted to worship, with the aid of an interpreter, in churches which represent the religious views of their respective parents.

A large number of our pupils, in accordance with the wishes of their parents, are members, by public profession, of churches of different denominations, yet they have so much in common in respect to the grand principles on which they can worship God in spirit and in

truth, that there is no feeling of prejudice awakened, no idea of antagonism entertained, but, on the contrary, a delightful feeling of harmony and of mutual confidence and affection.

Another illustration is the spirit of intelligence evoked by a system of daily lectures in the sign language, by means of which they are made familiar with important branches of knowledge, and are furnished with topics for thought and conversation. Further than this, the more advanced pupils have had the opportunity of attending a course of eight public lectures, delivered by men eminent in their specialties, in one of the churches in our neighborhood, under the auspices of the Washington Heights Century Club, and translated to them, through signs, by the Principal.

Their reasoning powers have, moreover, been made keen and elastic by the debates held in the literary association of which they are members, while a considerable addition to our means of visible illustration, in the way of pictures and apparatus, has strengthened the hands of the teacher and brought new light to the mind of the pupil.

In respect to the former, we are greatly indebted, for valuable assistance and advice, to Professor J. Roeloffs, of the University of Leipzig, who, during his recent visit to this country, spent considerable time at this Institution.

Our cabinets are now comparatively complete in regard to the illustration of Mineralogy, Conchology, Ornithology, and other departments of Natural History, Animal Physiology, Astronomy, Geography, Mechanics, Pneumatics, Electricity and Surveying, and the new arrangement made thereof during the year, has added greatly to their attractiveness as well as to the convenience of making use of them as helps in teaching. Our splendid stereopticon, moreover, has continued a source of amusement and instruction, and the number of views permanently on hand, has considerably increased.

In addition to these opportunities for profiting by visible illustration, the pupils have had free access to the fair of the American Institute and to the Museum of Natural History in the Park, of which, under the direction of their teachers, they have availed themselves with enthusiasm.

The instruction the pupils receive in the Mechanic Arts, lends itself to mental activity, and develops a feeling of self-dependence which it is especially desirable to foster in those whose future so evidently depends upon their acquired knowledge and skill, thus making what will be to them one of the most important resources in after life, a form of discipline favorable to the present development of mind and character.

The cultivation of the Arts of Design, has been an additional means of benefit to our pupils, and has formed a sort of connecting link between the intellectual and the mechanical features of the instruction

imparted. In the development of the ideas of proportion, fitness and good taste, in securing accuracy of perception and delicacy of touch, in giving to the mute an additional means of self-interpretation, and to the deaf an additional source of enjoyment, it is one of the most important incidental features of our work, and at the same time it has given occasion for the belief that, out of the many among our pupils, who weekly spend a portion of their time in this manner, there will continue to be, as there have been already, some who will gain distinction and pecuniary emolument as engravers, painters and designers.

But these incidental features in the work of the Institution, all of which contribute to its efficiency, and are of such value that, by the absence of any of them, its symmetry would be seriously impaired, can not be said to be the direct object for which it was established.

This object is rather to supply to closed ears the equivalent of hearing, and to closed lips the equivalent of speech—in other words, to give to the deaf-mute a verbal language, by means of which he may become familiar with the revelation which the Divine Mind has recorded with the pen of inspiration, and with the facts, deductions and theories which the human mind has caused to appear upon the printed page; by means of which, as an aid to investigation, he may discover for himself, without the assistance of a preceptor, those grand and glorious truths which are accepted by the wise and acted upon by the good—and by means of which, as an instrument of expression, he may give utterance, in the accepted language of his country, to his own wishes, aspirations and opinions.

Give him this, and you have emancipated him. It is restoration. You place him practically in the condition of those who have all the senses. Deafness is no barrier to his power of reception: inability to speak is no clog upon his power of expression; for, in these days when the pen is mightier than the sword, and when the press usurps the forum of the tongue, speech is at a discount, but writing is omnipotent.

The best method of accomplishing this has engaged the thoughts of conscientious teachers of the deaf for upwards of a century, and after all the light that has been thrown upon the subject, there is not one who does not recognize such intrinsic difficulties in his way as to make him feel a peculiar sense of individual responsibility with regard to each one of his pupils. Still, the work is on a higher plane to-day than it ever has been before.

In our own practice, the system detailed in our last Annual Report seems to bring us nearer our ideal than any other, and another year has but confirmed the views then expressed.

The combination of significant signs and of connected words spelled with the manual alphabet, the former to be used by the pupil in re-

sponse to the latter as used by the teacher, not only produces a habit of mind favorable to the flow of thought in the order of verbal language, whether in grasping ideas or in their expression, but accomplishes this more rapidly, and gives the pupil a larger vocabulary than would be possible to him otherwise, and the success we have met with in following this course encourages us to believe, that, with the great majority of our pupils, the only element needed is sufficient time. This is of the greatest moment in the instruction of the deaf, from the fact that constant repetition and reiteration are more necessary with them than with any other class of learners.

The line in which our experiments are now especially directed, has reference to the possibility of effectively substituting a labial for a manual alphabet for the purposes of dictation. The advantage to be derived from reading from the lips over reading from the hand, is that the deaf-mute who has acquired this ability, can use it in following spoken sentences, wherever he may be, and may thus be brought practically nearer to those who hear. The real difficulty in the way of its employment is, that, as hitherto taught, lip-reading, with a few extraordinary exceptions, has been possible only in connection with certain words or sentences that have been so frequently practised as to be recognizable by the pupil. Of course, so inefficient an instrument is of comparatively little value, either in the school or in the community ; while the manual alphabet, on the contrary, is applicable to the expression of any words, in a rapid manner, and is perfectly legible to the practised eye.

The effort we are making is to render articulate sounds visible to the eye without any reference to their meaning, and this can be done only by making the power of each letter of the alphabet, as used in words, absolutely perceptible. Hitherto, the difference between the aspirated and the vocal letters has been practically imperceptible. So the long vowels and the short vowels have been, in like manner, liable to be confounded, and there has been hardly any rule established to guide the pupil in his effort to read the invisible indications of different articulations.

A simple discovery, to which the undersigned feels he may justly lay claim as original with himself, has changed all the conditions which have made lip-reading so difficult, and made possible the recognition, in spoken words, of the existence and application of an oral alphabet that can be easily seen. This principle can be briefly stated to be, that aspirate sounds are made by exhalation, while vocal sounds are made by inhalation. Thus the sound of *p* is made by closing the lips, parting them, and expelling the breath. The sound of *b* on contrary is produced by the attempt to draw in the breath, while the lips are closed. The sound of *m* is made by closing the lips and expanding the chest by

drawing in air through the nose. In the same way, the tip of the tongue, pressed against the upper teeth, gives the sound of *t*, *d*, or *n*, according to the direction of the breath, while the same pressed against the lower teeth, so that the back portion of the tongue shall be compelled to recede toward the posterior portion of the cavity of the mouth, gives the sound of *k*, *g*, or *ng*, hitherto indistinguishable in their manifestations. The principle upon which the movements of the organs of speech in pronouncing vocalized letters are made visible to the eye, is that the expansion of the chest is as apparent as the positions of the lips and of the tongue, and forms a distinct element to be observed. By the application of these new rules, it has been found comparatively easy to teach our pupils to distinguish, by the eye, the movements of the organs made in pronouncing each elemental sound in a given word. The acquisition of this alphabet requires much time and attention, and a constant repetition, in the presence of the pupil, of these sounds; but there is no instance, except in the case of imbeciles, or of individuals with imperfect vision, where it need fail. Ability to recognize the elemental sounds being secured, the next step is for the teacher to spell by sound to the pupil—that is to say, to pronounce words so slowly, that, while a continuity of pronunciation is produced, the pupil will have time to grasp each element as it occurs. This point having been reached, all that is necessary is to devote sufficient time to practice, to enable the eye to seize these elements more and more quickly. Articulation is the converse of all this, and requires, on the part of the congenital deaf-mute, a still greater effort, much less likely to be successful. Still, the rule already given for the management of the breath makes this much easier than it was before. And it is by no means certain, whether, if this rule were observed in elocution and in singing, we should not find much more distinctness of utterance, much greater vocal power. For instance, instead of a singer's expanding the lungs by a distinct effort and then uttering vocal sounds by the emission of breath, it seems conformable to nature and to correct procedure that the sound should be produced by the inhalation of air, so that a prolonged note may be commenced with exhausted lungs, and increased in volume and sustained, by the simple process of their expansion. Under such circumstances, speech and singing would become a positive benefit to health, and the throat and the lungs, so managed, would improve in tone, in vigor and in power. Although the possibilities of lip reading have thus become so greatly simplified by our efforts, there is one great difficulty remaining, which can only be overcome by time and practice—viz., that so many words are not spelled according to their sound, and the deaf-mute having no idea of sound, cannot recognize a word by its phonic elements. For instance,

how can he discover that what looks to him like *yot* means *yacht*, that what seems to be *karm* is *calm*, that what looks like *rath* is *wrath*? The anomalies of the English spelling present innumerable obstacles to ease in lip-reading. And just here we derive a great assistance from Bell's visible speech symbols, which not only suggest the particular organs of speech employed in enunciation, but give the separate elements stripped of all accumulations and superflinities of letters. In training the pupil to read the lips, we require him first to put down the word in these symbols, and then translate it into the forms of English spelling. A certain combination of sounds with their elements he may translate as either *bow* or *bough*; another as either *eight* or *ate* or *ait*, and still another as *vane*, *vain* or *vein*. In this respect, there is probably no language in the world which presents so many difficulties to the deaf-mute so far as lip-reading is concerned, and probably there is no one who will, in the end, more fully appreciate the efforts which are making to have the spelling of the language made conformable to its pronunciation; and this because the sounded word is to him a visible expression of elements which do not correspond to those which compose the written word, the only word the meaning of which he knows.

In the meantime, we hope to present to you, in the course of the coming year, so many pupils who can take words from the lips of their teachers and reproduce them in writing, as to prove that we have redeemed lip-reading from being mere guess work, and placed it on a basis so scientific that it may be confidently relied upon as a means of addressing the deaf. We shall then be able to offer, as a boon, to that large class of persons who have lost hearing in mature years, a system which will enable their eyes to do duty for their ears, and which will enable them to recognize, on the lips of others, as visible entities, the succeeding elements of remembered sounds.

The number of pupils under instruction within the Academic year commencing September 8, 1881, and ending June 28, 1882, was 483, in the proportion of 303 males to 180 females.

The number of pupils within the fiscal year commencing October 1, 1881, and ending September 30, 1882, was 500, being greater by 17, because, in addition to those in the Institution during the Academic year, it includes 17 cases of admission during the month of September.

The number of teachers during the same period, including the Principal, was 22, equivalent, by our arrangement of having most of the teachers take one class in the morning, and another in the afternoon, to 35 teachers in those institutions where they have but a single school session.

One of the teachers, Miss Scallon, contributed her services gratuitously for the sake of gaining an insight into the system of teaching articulation. She received from one to two hours' direct instruction

from Professor Currier, who has especially distinguished himself by his mastery of the principles and processes involved in teaching this difficult art, and devoted six hours to the instruction of the pupils. She was rewarded therefor, at the close of the year, by obtaining a position, at a most desirable salary, in one of our western institutions.

Two others, Miss Josephine Rintoul and Miss Julia F. Brearley, have also taken a course both in articulation and signs, with special reference to filling any vacancies that might arise in this Institution.

This suggests one of the best means of securing good teachers of the deaf, and obviates entirely the necessity of having training schools established especially for them. Aside from obtaining a thorough knowledge of the theory and practice of deaf-mute instruction, they are able to give such evidences of their character, talent and adaptation to the work, as shall enable the principal to form a conclusive opinion as to the advisability of recommending their employment.

During the month of August, Mr. Thomas H. Jewell, a distinguished graduate of this Institution, and, for many years, one of its valued teachers, tendered his resignation, to accept a situation in the Central New York Institution. His place has been supplied by the appointment of Miss Rintoul.

All the girls, except those in the High Class, where they share with the more advanced of our male students the privilege of Professor Jenkins's instruction, are taught by teachers of their own sex. This, in a school where the pupils gain most of their ideas from their instructors, seems to be particularly important and appropriate.

Among these is Martha E. Morehouse, a blind semi-mute, who, though able to speak when she came to us, was unable to recognize words, except through a very limited hearing. She could not read or write or spell. Now she is able to read, by the touch, words printed in raised letters, and can follow words spelled in her hand by means of the manual alphabet, no matter with what rapidity. She can also write with the pencil, and can use language with great correctness by means of the manual alphabet. She will unquestionably make a very good scholar, if her health, which is delicate, permits. The other two blind deaf-mutes, James H. Caton and Richard T. Clinton, continue to make the most gratifying progress. Caton will probably be one of the most remarkable, if not the most remarkable, instances on record of the triumph of mind over physical difficulties.

The Institution was favored, in the Spring, by a visit of about a fortnight, from two of the ladies engaged in teaching in the Le Cou-teulx St. Mary's Institution for the Deaf and Dumb in Buffalo. Their evident appreciation of our system and thorough study of our methods, were a gratifying testimony to the position which this Institution has assumed.

A month later, we had a visit from Prof. W. Wilkinson, Principal of the Institution for the Deaf and Dumb and the Blind in California, who had made a tour of inspection among institutions having industrial departments. The opinion he expressed as to the excellence of our mechanical instruction, was such as to encourage us greatly.

We also received visits on several occasions from His Excellency Geo. C. Ludlow, the Governor of New Jersey, and from the other trustees of an institution for the deaf which is to be established in that State. The large number of pupils from New Jersey we have had the opportunity of educating, has united this Institution closely with its interests, and it is gratifying to be able to believe that the same general principles which have been so successful with the pupils from New Jersey while with us here, will continue to find favor and to be followed when they have been transferred there.

In one respect, our pupils have been brought, within the year, very near to the great throbbing heart of humanity. They had the privilege of uniting with the pupils of the other Institutions in America, in procuring a bust of the late President Garfield, whose death cast such a gloom of sorrow over the community. It was one of the features of this great man's many sided character, that he, for years, while a member of Congress, manifested a peculiar interest in the education of the deaf; and among his public utterances, none have shown greater acumen or more tender feeling than those in which he advocated their claims. The pupils were, of course, not largely endowed with this world's goods, but they appealed in writing to their parents and other friends, and were enabled to contribute \$206.10, a sum larger than was received from the pupils of any other Institution. It is expected that the bust will soon be completed, and will be deposited, with appropriate ceremonies, in the Hall of the National College for Deaf Mutes at Washington.

On the 26th to the 30th days of August, was assembled in the city of Jacksonville, in the State of Illinois, one of the most representative Conventions of instructors of the deaf and dumb ever held. All parts of the country had sent their delegates, and every varying phase of thought on this continent, so far as this subject is concerned, had its exponent. The State of Illinois was profuse in its hospitality, and opened the doors of its splendid Institution for the accommodation of its guests. Welcomed by the Governor and by its leading citizens, and the recipients of numberless and constant attentions, the delegates felt that, in point of appreciation of a great work, the Empire State of the West was not one whit behind a single other State in this Union. The papers read and the points discussed, will appear in a volume to be published at the expense of that State, and will undoubtedly prove a most valuable contribution to the literature of the profession.

One of the prominent gentlemen present, Mr. Fred H. Wines, Secretary of the State Board of Charities of Illinois, availed himself of the opportunity to present, through myself, to the library of the New York Institution, a bound volume of manuscript sermons of his relative, Rev. Abraham O. Stansbury, who, on the 20th of May 1818, taught its opening class of five pupils. Another volume of considerable interest, presented to me for the Institution, was one from the press of Ticknor & Fields, entitled "Sounds from Secret Chambers," the gift of its author, Mrs. Laura C. Redden Searing, a deaf lady who, losing her hearing in youth, received her education at the Missouri Institution. The poems possess decided merit, whether considered as the work of one endowed with hearing, or as of one to whom music is but a faint echo of the past.

In this connection, we are reminded of the great interest felt in the library by the late Frederic De Peyster, LL.D., widely known as President of the New York Historical Society, and for twenty-six years one of the directors of this Institution, who, during the last year, has been called to his rest above. During the whole time of his connection with the Institution, he never for a moment lost his interest in the pupils, and it was one of the pleasures he particularly enjoyed, to present to them books which he thought would be instructive and entertaining. A man of learning, culture and refinement, spotless in character and energetic in action, he was one of those influential members of the community whose connection with the control and management of an institution like this, is at once a guarantee of its efficiency and an evidence of its claim upon public confidence and regard.

Another member of the Board, its president, Judge Henry E. Davies, LL.D., late of the Court of Appeals of the State of New York, who died on the 17th of December, 1881, will never be forgotten by either pupils or teachers. Elected a director in his early maturity, he for forty-two years contributed to the prosperity of the Institution and to the place it holds in public estimation. His wise counsels had much to do with shaping its policy. His far-reaching foresight promoted the enlargement of its sphere and the increase of its facilities, and his prudent caution gave tone to the conservatism which, trying all things, holds fast to that which is good. His gentle sympathy cheered many a pupil in his efforts to overcome the impediments which the calamity of deafness had placed in his path, and his intelligent appreciation encouraged both principal and teachers in their work of love.

Men die, but the Institutions they have fostered live, and bear their names with them on the stream of time. The present thrives upon the benefactions of the past, and the future will gain new life from the successes of the present.

Fortunate will it be for this Institution, if the wise management

which has hitherto guided its affairs, be continued in the coming years, and if, under the Divine blessing, it be enabled to accomplish for the deaf, what even now hardly seems to be within the limitations of human achievement.

All of which is respectfully submitted,

ISAAC LEWIS PEET,

Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, Dec. 20, 1882.

Report on the Annual Examination.

JUNE, 1882.

SUBMITTED BY REV. THOMAS GALLAUDET, D.D.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN :—The undersigned, the Committee appointed to conduct the Annual Examination of the pupils of the Institution with reference to their intellectual condition and progress during the academic year, commencing on the first Thursday of September, 1881, have the honor to submit the following

REPORT.

According to the terms of the Resolution, the Committee were authorized to add to their numbers such persons as would be willing to perform the labor necessary to obtain a true insight into the attainments of the pupils, and they feel grateful for the kind assistance rendered them, at their request, by Rev. S. H. Weston, D.D., John Carlin, Esq., A. S. Thomas, Esq., Joseph R. Folsom, Esq., Mrs. Dr. William Porter, and Mrs. F. D. Clarke.

The particulars of the examination—*i.e.*, the relative status of each class, its teacher, the number and sex of the pupils who had been under instruction during the year and of those who were present at the examination, may be gathered from the accompanying schedule of the classes, prepared by the Principal for the assistance of the Examining Committee.

SCHEDULE OF CLASSES, JUNE 21, 1882.

Class.	Division.	TEACHERS.	Standing.	Under instruction within the year.			Present at the Examination.		
				Males.	Females.	Total.	Males.	Females.	Total.
I.	1	Francis D. Clarke....	8 years.....	12	..	12	8	..	8
	2		7 years.....	14	..	14	14	..	14
II.	1	Josephine L. Ensign..	8 years.....	..	23	23	..	21	21
	2		7 years.....	..	20	20	..	20	20
III.	1	R. B. Lloyd.....	6 years.....	20	..	20	19	..	19
	2		5 years.....	19	..	19	19	..	19
IV.	1	H. D. Reaves.....	4 years.....	20	..	20	18	..	18
	2		3 years.....	17	..	17	16	..	16
V.	1	Ida Montgomery.....	4 years.....	..	20	20	..	20	20
	2		3 years.....	..	22	22	..	22	22
VI.	1	Jane T. Meigs.....	3 years.....	..	24	24	..	23	23
	2		3 years.....	..	22	22	..	22	22
VII.	1	W. G. Jones.....	3 years.....	16	..	16	16	..	16
	2		2½ years.....	14	..	14	14	..	14
VIII.	1	Myra L. Barrager....	2½ years.....	..	22	22	..	22	22
IX.	1	G. C. W. Gamage....	2½ years.....	18	..	18	18	..	18
	2		1½ years.....	11	..	11	10	..	10
X.	1	Maria Toles.....	2 mos. to 1 yr.	8	12	20	8	12	20

JUVENILE DEPARTMENT.

(Children under 12 years of age.)

I.	1	L. C. Rice.....	4 years.....	10	..	10	10	..	10
	2		3 years.....	9	..	9	9	..	9
II.	1	C. W. Van Tassell...	3 years.....	13	..	13	13	..	13
	2		2 years.....	13	..	13	13	..	13
	3		1 year.....	2	..	2	1	..	1
III.	1	T. H. Jewell.....	2 years.....	25	..	25	25	..	25
	2		1 mo. to 1 year	25	..	25	25	..	25

SPECIAL CLASS.

(Including Deaf, Dumb and Blind.—Vision extinct, 3; impaired, 3; perfect, 7.)

I.	1	Chester Q. Mann.....	2 to 7 years..	5	..	5	5	..	5
	2		1 mo. to 2 yrs.	7	..	7	7	..	7
II.	1	Catherine E. Scallon.	3 years.....	..	1	1	..	1	1

ARTICULATING CLASS.

..	1	E. H. Currier..	10 mo. to 7 yrs	9	..	9	9	..	9
----	---	-----------------	-----------------	---	----	---	---	----	---

HIGH CLASS.

..	..	Weston Jenkins...	8 to 11 years..	16	14	30	14	11	25
				803	180	483	291	174	465

SPECIAL CLASSES.

ARTICULATION.

..	..	E. H. Currier.....	.....	30	14	44	25	11	36
..	..	Weston Jenkins...	.....	13	..	13	12	..	12
..	..	F. D. Clarke.....	.....	4	8	12	4	7	11
..	..	Jane T. Meigs.....	.....	..	13	13	..	12	12
..	..	Maria Toles.....	.....	..	33	33	..	33	33
..	..	Catherine E. Scallon.	.....	10	..	10	10	..	10
..	..	Anna B. Garrett.....	.....	50	..	50	50	..	50
..	..	Lizzie Mitchell.....	.....	46	..	46	46	..	46
				153	68	221	147	63	210

DRAWING.

..	..	Carrie V. Hagadorn.	206	136	342	195	130	325
----	----	---------------------	-------	-----	-----	-----	-----	-----	-----

The examination commenced on Wednesday, June 21st, at Tarrytown, where it was conducted by Mr. William M. Halsted, assisted by the Principal, in the presence of a large and appreciative company, composed mostly of residents of Tarrytown. The children in this establishment range in age from seven years to thirteen, and number forty-seven. Their studies embrace mostly exercises in the use of the English language, in which regard this may be called a strictly preparatory school. The range in this respect is from the command of such simple phraseology, as is required in directing and in describing actions which can be performed by pupils in the class-room, to the mastery of simple text-books on History and on Biblical teachings, and of a book of general information prepared for deaf-mutes by the late Dr. H. P. Peet. They have also had instruction in arithmetic, and the more advanced pupils showed satisfactory familiarity with the four ground rules. Their penmanship was noteworthy for its uniform neatness, and, in many cases, for elegance, surprising in so young children.

The most interesting feature in the education of these children, is the instruction given to each pupil in articulation and lip-reading. There was not a pupil who could not read some words upon the lips, and enunciate the same with sufficient clearness to be understood. The most advanced class could take sentences from oral dictation, write them upon their slates, pronounce them distinctly in an audible tone of voice, and give their meaning by signs, to prove that it was not mere parrot utterance. The special instruction which these children have received in articulation, has been given by Miss Lizzie Mitchell, while Mr. C. W. Van Tassel and Miss L. C. Rice have conducted their education in all their other studies.

The Primary Department at the Mansion House, on Washington Heights, was examined by Mr. A. S. Thomas, on Thursday, June 22d. The same system of instruction is pursued here as with the similar classes at Tarrytown, and like gratifying results were shown. Miss Annie B. Garrett is the teacher of articulation in this department, and Mr. T. H. Jewell, the instructor in other branches.

The examination of the regular classes at the main building of the Institution, including the High Class, was conducted on Thursday, June 22d. The examination of the classes in articulation in the same building—numbering 78 pupils—and of the classes in art, was held on Friday, June 23d.

The object of the Institution is to give to the deaf-mute a knowledge of the English language, which he does not possess when he enters, and which, without a special education, he would never acquire, and the success or failure of the Institution is in proportion to the completeness with which this object is carried out. It is intended that the pupil, after a due course of instruction, shall express his own wants by

means of writing, give utterance to his thoughts and feelings, and hold free and pleasant communication with the world around him. If, in addition to this, he can avail himself of articulation as a means of expression, there are many circumstances in which he will derive great benefit, but this rule has never yet been fully attained by the majority of pupils in any institution—writing having proved more exact, clear and reliable than speech without the help and guidance of the ear.

He is also, through this knowledge of written language, introduced to books, and acquires the ability to make himself master of their contents. Accordingly, at a certain stage of his career at the Institution, text-books, such as are used for children who can hear and speak, are placed in his hands. The object of this is twofold—first and foremost, to give him a knowledge of the peculiar phraseology belonging to different subjects of study; and, secondly, to start him in the road to permanent, useful acquisition, which ought to occupy a portion of his time through life. The text-books used in the acquisition of language proper, without regard to information, are Dr. H. P. Peet's Course of Instruction, Dr. I. L. Peet's Language Lessons, Swinton's Language Primer, and, in the most advanced classes, Annotated Poems, including Gray's *Elegy*, Goldsmith's *Deserted Village* and his *Traveller*.

The other text-books used in the Institution with the classes below the grade of the High Class, are the Franklin, Dudley's and Davies' *Arithmetics*; Harper's and Swinton's *Geographies*; Kerl's *English Grammar*; Parley's *Universal History*; Berard's *History of England*; and Dr. H. P. Peet's *History of the United States*; Bryant and Stratton's *Book-keeping*; and Foster's *Story of the Bible*.

A very large proportion of the instruction given in the classes is entirely independent of text-books. Exercises in composition, in letter-writing, in description of familiar objects and the like, form a large and important part of the teachers' work.

The examination showed the ground covered by the year's work to be as follows:

Classes of the First Year.—In Peet's Language Lessons, simple sentences, involving the use of:—1, Names of objects; 2, Verbs of action; 3, Personal pronouns; 4, Prepositions; 5, The three cases; 6, Numbers in figures and words as far as thirty.

Classes of the Second Year.—In Peet's Language Lessons, simple sentences, thoroughly mastered; in Peet's Course of Instruction, the "History of Man," from youth to old age; Peet's Scripture Lessons, begun; in Arithmetic, addition and subtraction; Model Letters, written by the teacher, committed to memory.

Classes of the Third Year.—Peet's Language Lessons completed, giving all the grammatical forms and constructions used in conversational

language ; Peet's Course of Instruction, History of Man and of Animals ; Peet's Scripture Lessons, continued ; Arithmetic, addition, subtraction and multiplication ; Model Letters, and other original exercises in the use of language.

Classes of the Fourth Year.—Peet's Course of Instruction, continued ; Arithmetic, as far as fractions ; Geography, taught mainly by original exercises, in connection with which map-drawing, has been introduced ; Scripture Lessons, continued, also Hymns ; Miscellaneous exercises in language, including letter-writing, stories, idiomatic and proverbial expressions, and the like.

Classes of the Fifth Year.—Arithmetic, continued ; Harper's School Geography, begun ; History of England, down to the sixteenth century ; Peet's Scripture Lessons, completed ; Miscellaneous exercises in the use of language.

Classes of the Sixth Year.—Ray's Elementary Arithmetic, completed, except decimal fractions ; Geography, continued ; History of the United States, in outline ; Peet's Scripture Lessons, reviewed ; Passages from the Bible committed to memory ; miscellaneous exercises in language.

Classes of the Seventh Year.—Berard's History of England, begun ; Davies' Arithmetic, through fractions and properties of numbers ; Harper's School Geography, continued ; Peet's History of the United States, begun ; Single-entry Book-Keeping ; Foster's Story of the Bible ; miscellaneous exercises in language.

Classes of the Eighth Year.—Berard's History of England, continued ; Davies' Arithmetic, reviewed from beginning and completed ; Harper's School Geography, completed ; Single-entry Book-Keeping ; Foster's Story of the Bible, and Passages from Scripture memorized ; miscellaneous exercises in language.

The High Class.—This class represents a round of studies, embracing Physical Geography, Chemistry, Physics, Vegetable Physiology, Arithmetic, Book-Keeping, Algebra, Grammar, Rhetoric, Logic, Astronomy and Moral Science, distributed over a three years' course. They were examined on the studies of the year by Mr. Edward M. Townsend, who has stated his impressions in the following report :

To the Committee of Examination of the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—As one of your Committee on Examination, it was my pleasant duty to be present at the examination of the High Class of this Institution.

It was with much diffidence that I consented to undertake the ex-

amination of this Class, as from the intelligent looks of the pupils, I felt that I was hardly equal to the task. I soon, however, became exceedingly interested.

We began our examination with the subject of Vegetable Physiology. Each pupil was given a specimen of growing plants, and instructed to describe its habits, etc., etc., etc. In a very short time, each gave in writing their description, many of which were very clear and concise.

We then passed to the other subjects, such as English History, Arithmetic, Book-keeping, etc., etc., etc., and "the general exercises in training pupils to use the English language freely and correctly."

I am most happy to state that, under the care and guidance of Prof. Jenkins, in my opinion, this class will compare favorably with similar classes in any of our schools, either public or private. The children were quick, quiet, orderly, attentive and well-mannered.

I wish to say in this connection that all seemed equally anxious to excel, and that Miss Myra L. Barrager deserves especial mention for her exceeding quickness and perception.

All of which is respectfully submitted,

NEW YORK, June 26, 1882.

E. M. TOWNSEND.

In the oral instruction of the selected pupils, special attention has been paid to drill in articulation, Sheldon's charts and Reader being used as a standard, with the object of exciting an interest in correct pronunciation. Lip-reading, therefore, occupied but a secondary place in the scheme of instruction, the reason being that, in the previous year, a disproportionate amount of effort had been concentrated on this side of the study of speech.

The Department of Art was made the subject of prolonged examination on Friday, June 23d, by Mr. John Carlin, who, as a deaf-mute and as a successful artist, is especially qualified to judge of the difficulties to be overcome and of the success attained.

On Sunday, June 25th, very interesting religious services in connection with the close of the term, were held by the Principal, in the chapel of the Institution. The order of exercises was as follows: .

1. The Lord's Prayer, in concert.
2. Hymn, in concerted signs, by a class of pupils.
3. The First Table of the Law, in spelling and signs.
4. Prayer.
5. Sermon.
6. Prayer.
7. Doxology, in concerted signs, by a class of little girls.
8. Benediction.

Monday was devoted to the inspection of books and apparatus, and to an examination of the Mechanical Department, in which the boys

are instructed three hours a day, and are fitted to support themselves by means of the following trades, viz:—Gardening, Painting and Glazing, Tailoring, Cabinetmaking, Shoemaking, and Printing.

A competitive examination of the boys employed in the printing-office, as to their rapidity and accuracy in type-setting, and efficiency in other parts of the typographic art, was held under the direction of the foreman, Mr. E. A. Hodgson, and the following prizes were awarded by him:—First prize, \$5, to Myron R. Palmer; second prize, \$3, to William Rose; third prize, \$2, to George S. Porter.

A comparison of this and other institutions by a competent observer, with regard to the industrial value of the training given to the pupils, has shown that those of our own Institution are not surpassed in construction by others of the same grade, although, as to methods, the Committee give decided preference to those employed in the printing-office. Here, every step is made the subject of a special lesson, in which full instruction is given, and the Committee would call the attention of the Board to the advantage of making this particular feature more prominent in the other mechanical instruction.

The especial features of Tuesday were the farewell talks of the teachers with their classes, and the planting of the Class Ivy in the evening, by the graduating class. This occasion was made both interesting and profitable in a more than usual degree, by the presence of the President of the Institution, Hon. Erastus Brooks, who made a brief and pertinent address to the graduates.

The Closing Exercises of the school year were held on Wednesday, June 28th, according to the following

PROGRAMME.

I.—PRAYER.

II.—ADDRESS BY THE PRESIDENT, HON. ERASTUS BROOKS.

III.—EXERCISES BY THE PUPILS.

- (1) *Elementary forms of language given in writing and dactylology*, by pupils less than ten months under instruction.
- (2) *The writing and reading of sentences, dictated orally to children congenitally deaf, who have had but one year and three months of instruction in articulation and lip-reading.*
- (3) *Recitation in signs*—by Carrie L. Powers—"The Voiceless," a poem by Oliver Wendell Holmes.
- (4) *Address written with the type-writer*, by James H. Caton, a blind deaf-mute.
- (5) *The Passions and Emotions depicted in pantomime*, by Mary G. Penrose.
- (6) *Graduating Essay.* Subject—"Consider the Lilies," by Effie A. Hitchcock.
- (7) *Graduating Essay.* Subject—"Lessons of History," by Elizabeth Noble.
- (8) *Graduating Essay.* Subject—"Education in Art," by Florence C. Woods.
- (9) *Recitation in signs*—by Arthur L. Thomas—"The Obelisk," a poem by Edwin V. Welch.
- (10) *Answers to questions proposed by the audience*, by

Francis Crorken,	Elmer E. Smith,	Emily A. Wells,
William Ennis,	Myra L. Barrager,	Annie C. Bryan.

- (11) *Recitation in signs*—by Ella Dillingham—"The Destruction of Sennacherib."
 (12) *Oration on "The Spirit of the Times, with Valedictory Address*, delivered orally by Alexander L. Pach, and translated into signs by the Principal.

- (13) *Longfellow's "Psalm of Life,"* recited in concerted signs by

Ida M. Atwell,	Eva Freeholder,	Mary A. Lewis,
Edith Averell,	Mary F. Goreth,	Nellie Long,
Margaret A. Boyd,	Sallie A. Heller,	Mary Long,
Agnes Craig,	Helen E. Housel,	Lina Lungwitz,
Mabelle S. Fish,	Mary A. Kelly,	Mary G. Penrose,
Minnie Flint,	Lina Landt,	Mary E. Price,

Ella F. Taylor,

Isabella S. Van Varick.

IV.—SPECIAL REPORT ON THE EXAMINATION OF THE HIGH CLASS, by Edward M. Townsend, Esq.

V.—READING OF THE RESOLUTIONS PASSED BY THE BOARD OF DIRECTORS, by Rev. Thomas Gallaudet, D.D., Chairman of the Committee on Examination.

VI.—DISTRIBUTION, BY THE PRESIDENT, OF CERTIFICATES, DIPLOMAS AND PRIZES, AWARDED BY THE BOARD OF DIRECTORS.

VII.—BENEDICTION.

The resolutions adopted by the Board of Directors were as follows :

PREAMBLE AND RESOLUTIONS, June, 28, 1882.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb has been held by the Committee appointed by the Board of Directors for that purpose ; and,
 WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz. :—

Seymour A. Berray,	James Plunkett,
William Cotter, Jr.,	Adolph Reininger,
John Connors, Jr.,	Charles Schmidt,
Philip Dackerman,	Louis G. Smith,
George T. Fisher,	George Vandegrift,
Peter Fogle,	George T. Weller,
John Fritz,	Herman Zorn,
William I. Harris,	Ida M. Atwell,
Charles Jastram,	Mary F. Goreth,
Charles Lange,	Josephine Lang,
John Lloyd, Jr.,	Mary A. Martin,
John W. Lyons,	Mary E. Price,
William Morris,	Sarah Sturmwald,
Charles D. Oakes,	Emily A. Wells,
Frank T. Penrose,	Adelia L. Wolcott,

who have completed, or, within the coming academical year, will complete the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

Resolved, That the said pupils be, and they are hereby recommended

to the Superintendent of Public Instruction, to be continued under instruction for three years, from and after the expiration of their several terms, agreeably to the existing provisions of law.

Resolved, That the following named pupils, the terms of whose appointment has expired, or during the coming year will expire, be and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction :—

John S. Hunt, for 2 years, 9 months and 12 days ;

Georgie Decker, for 1 year and 11 months ;

Carrie E. Sprague, for 1 year and 4 months ;

John W. Lennon, for 1 year ;

to make up time lost by reason of absence from the Institution.

Resolved, That

James H. Caton,

Henry Davit,

George S. Porter,

William J. Reilly,

Charles W. Stowell,

Josephine B. Ackerman,

Isabella DeWilleger,

Edna J. McClurg,

Martha J. Ray,

Mary A. Weyant,

who have completed, or, during the coming year will complete, the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class on the expiration of their several terms.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship and character be given to the following named pupils, who have successfully completed a course of five years' instruction, viz. :—

William Atkinson,

Seymour A. Berray,

William Cotter, Jr.,

John Connors, Jr.,

Philip Dackerman,

George T. Fisher,

Peter Fogle,

John Fritz,

Isaac Golland, Jr.,

Edward Gundersdorf,

William I. Harris,

Charles Jastram,

John Kickens,

Charles Lange,

William Morris,

Charles D. Oakes,

Frank T. Penrose,

James Plunkett,

Stanley Robinson,

Adolph Reininger,

Charles Schmidt,

Louis G. Smith,

George Vandegrift,

George T. Weller,

James Williams,

Alexander White,

Solomon H. Winne,

Herman Zorn,

John Lloyd, Jr.,
John W. Lyons,
Ella Eckel,
Amy Gunderdorf,
Mary F. Goreth,
Sarah A. Heller,
Minnie Housel,
Josephine Lang,

Ida M. Atwell,
Frederika Bucher,
Mary A. Martin,
Mary E. Price,
Margaret Seeley,
Sarah Sturmwald,
Josephine Van Pelt,
Emily A. Wells,

Adelia L. Wolcott.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz.:—

Isaac B. Bowker,
Ellsworth A. Brown,
James H. Oaton,
Henry Davit,
Frederick Eckert,
Julius Hanneman,
Henry Huyskamp,
Robert C. Heller,
Charles Letts,
George S. Porter,
William J. Reilly,
William L. Salter,
Charles W. Stowell,
Austin Sinclair,
Frederick Tillman,

Calvin N. Van Pelt,
William Walker,
Julius Wilken,
Josephine B. Ackerman,
Mary E. H. Closson,
Sarah A. Daven,
Isabella DeWilleger,
Sarah L. Eckert,
Edna J. McClurg,
Sophia Reese,
Martha J. Ray,
Monica Schwan,
Mary Vogel,
Theodora V. Way,
Mary A. Weyant.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz.:—

James W. Nash,
Alexander L. Pach,

Effie A. Hitchcock,
Elizabeth Noble,

Florence C. Woods.

Resolved, That the Cary Testimonial be awarded to Charles W. Stowell, for superiority in scholarship and character.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation shall be found to have attained the highest comparative excellence in character and study, be awarded to Elizabeth Noble.

Resolved, That the Grosvenor Prize for excellence in the reciprocal use of language and signs, be awarded to Sallie A. Heller.

Resolved, That the Demilt Prize for character and scholarship, be awarded to Effie A. Hitchcock and Florence C. Woods.

Resolved, That the prize offered by Professor E. H. Currier, for skill in lip-reading, be awarded to John Lloyd, Jr.

Resolved, That the prize offered by Mr. Henry D. Reaves, for the highest comparative excellence in character and scholarship among the pupils taught by him during the past year, be awarded to George T. Weller.

Resolved, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the department of art :—

1. Prize for oil painting, to Emily A. Wells.
2. Prize for water colors, to Sarah B. Fisher.
3. Prize for water colors, to Emily A. Wells.
4. Prize for water colors, to Carrie Louise Powers.
5. Prize for water colors, to William J. Reilly.
6. Prize for crayon drawing, to Charles Letts.
7. Prize for crayon drawing and wood carving, to Herman Zorn.
8. Prize for lead pencil drawing, to Grace Mills.

The Committee can not close this Report without expressing their personal gratification with what they saw of the workings of the Institution, and congratulating the Board of Directors on the efficiency, harmony and zeal with which its wise and benevolent purposes are carried out. This large aggregation of children, many of them starting in life weighted with the disadvantages of defective constitution, are maintained, and in many cases built up into a condition of remarkably good physical health. Their minds are expanded by patient and skillful training, with results which fully justify the expenditure of time and money. They are taught some useful occupation, and are thus raised out of the condition of dependence which, otherwise, their misfortune would often entail upon them. Their morals are carefully watched, while a spirit of cordial kind feeling, maintained between officers and pupils, gives increased weight to the example and precept by which correct standards of conduct are placed before them. The work thus done merits, and will command, the appreciation of all who wish well to their kind.

All of which is respectfully submitted.

THOMAS GALLAUDET,
WILLIAM M. HALSTED,
EDWARD M. TOWNSEND,
JAMES O. SHELDON,
WILLIAM A. WHEELOCK.

APPENDIX.

TERMS OF ADMISSION.

I. Pupils are provided for by the institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September, and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of the vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. No pupil will be received at any other time, except in very extraordinary cases.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Applications regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected

and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made, in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence, town, county, State.
3. When was he born ?
4. Where was he born ?
5. Was he born deaf ?
6. At what age was hearing lost ?
7. By what disease or accident did he become deaf ?
8. Is the above the physician's opinion ?
9. Is the deafness total or partial ?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result ?
11. Have any attempts been made to communicate instruction ?
12. Is there any ability to articulate or read the lips ?
13. Is he cleanly or otherwise in habits ?
14. Has he any acute disease or received any bodily injury ?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?
16. Has he shown any signs of mental imbecility, idiocy, or insanity ?

17. Has he ever used ardent spirits, opium or tobacco ?
18. Has he ever been vaccinated or had the small pox ?
19. Has he had the scarlet fever ?
20. Has he had the measles ?
21. Has he had the mumps ?
22. Has he had the whooping cough ?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?
24. Are there any other cases of deafness in the family, among relatives or ancestors ?
25. What is the name of the father ?
26. Where was he born ?
27. What is the name of the mother ?
28. Where was she born ?
29. What is the name and post-office address of the correspondent ?
30. What is the occupation of the father ?
31. Have either of the parents died ?
32. Has a second connection been formed by marriage ?
33. Were the parents related before marriage—*e.g.*, cousins ?
34. What are the names and ages of their children ?
35. What is the pecuniary condition of the parents ? Indigent ?
Easy circumstances ? Affluent ?
36. Has he any special mark or peculiarity of appearance ?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given ?

By order of the Board of Directors.

HENRY E. DAVIES,

President.

THATCHER M. ADAMS,

Secretary.

LAWS AND BLANK FORMS

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An Act relative to the care and education of deaf-mutes."

PASSED APRIL 29, 1875.

The people of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which, child

has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institutions, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9. and 10 (As amended by chapter 213, entitled "An Act to provide for the care and education of deaf-mutes").

PASSED April 29, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz.: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Conteuix St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the City of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years.

The pupils provided for in this and the preceding section of this title shall be designated State pupils, and all the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, } ss.:
County of , }

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

CERTIFICATE.

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, } ss.:
County of , }

I have this day selected.....of the town of.....county of....., son [or daughter] of..... who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of18 , (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county

FORM OF BOND.

Know all men by these presents, that we.....of
in the county of.....and State
 of....., and.....of.....
 in the county of.....and State of.....are
 held and firmly bound unto....., the treasurer of the New
 York Institution for the Instruction of the Deaf and Dumb, and his
 successors in office in the sum of.....dollars, for
 which payment, well and truly to be made, we bind ourselves, our
 heirs, executors, and administrators, jointly and severally, firmly by
 these presents.

Sealed with our seals. Dated at.....this.....
 day of.....A. D.....

Whereas.....of.....in the county
 of.....and State of.....has
 been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if
 the above named obligors shall well and truly pay during the con-
 tinuance of the said....., as such pupil, the sum of
 three hundred dollars per annum for....board and tuition, semi-
 annually in advance, and shall also pay in advance the sum of fifty
 dollars a year for clothing ; and shall also pay on demand all sums
 charged to the account of said.....for money or necessary
 articles furnished to said.....; and shall also pay interest
 on each bill, from and after the time it shall become due, then this
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }
 presence of }

..... [L. S.]
 [L. S.]

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-second and One Hundred and Sixty-fifth streets. The entrance to the grounds is at the corner of Tenth avenue and One Hundred and Sixty-second street, about nine miles from the City Hall.

The Institution can be reached by three lines of public conveyance from the city :

1. By the Sixth or Ninth avenue Elevated railroads to One Hundred and Fifty-fifth street.

2. By the Third avenue Elevated railroad to Harlem, and thence by crosstown railroad at One Hundred and Twenty-fifth street, and Elevated railroad to One Hundred and Fifty-fifth street, and cabs or stage from Manhattanville.

3. By the way trains on the Hudson River Railway, from Thirtieth street, stopping at One Hundred and Fifty-second street. The Institution is about half a mile north of this station.

PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election for officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance
the names of its*

MUNIFICENT BENEFACTORS.

EPHRAIM HOLBROOK,	JOHN ALSTYNE,
WILLIAM DENNISTOUN,	SETH GROSVENOR,
ELIZABETH DEMILT,	SIMON V. SICKLES,
MADAME ELIZA JUMEL,	THOMAS C. CHARDAVOYNE,
SARAH STAKE,	JAMES ANDERSON,
SARAH DEMILT,	THOMAS FRIZZELL THOMPSON,
JOHN NOBLE,	THOMAS RILEY,
THOMAS EGGLESTON,	JAMES N. COBB,
SAMUEL S. HOWLAND,	ELIZABETH GELSTON,
THOMAS EDDY,	ROBERT C. GOODHUE,
BENJ. F. WHEELWRIGHT,	DANIEL MARLEY.

SIXTY-FIFTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

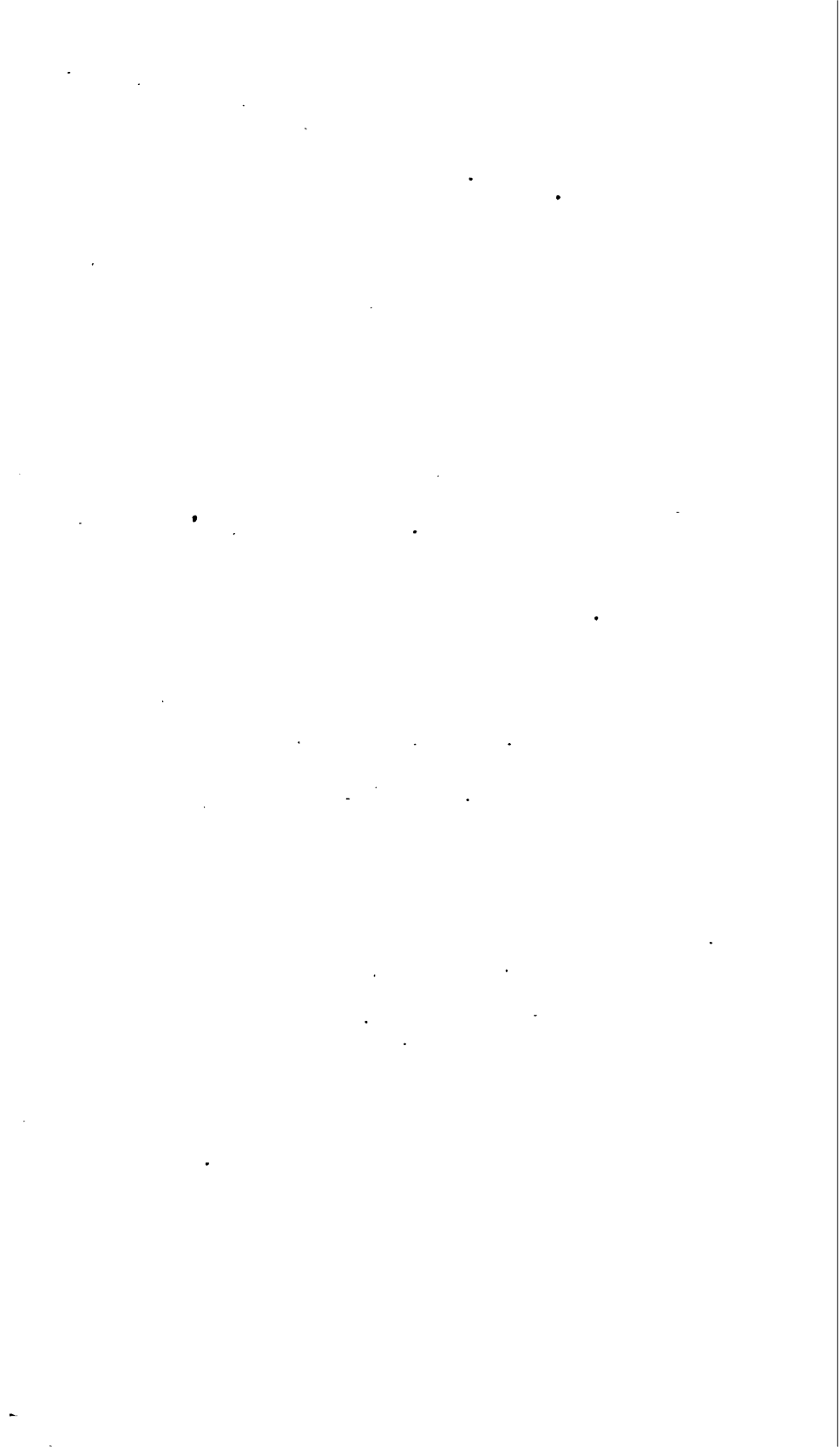
For the Year 1883.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

1884.



SIXTY-FIFTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

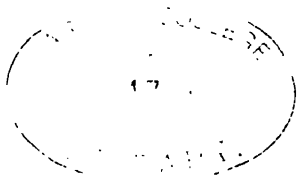
For the Year 1883.



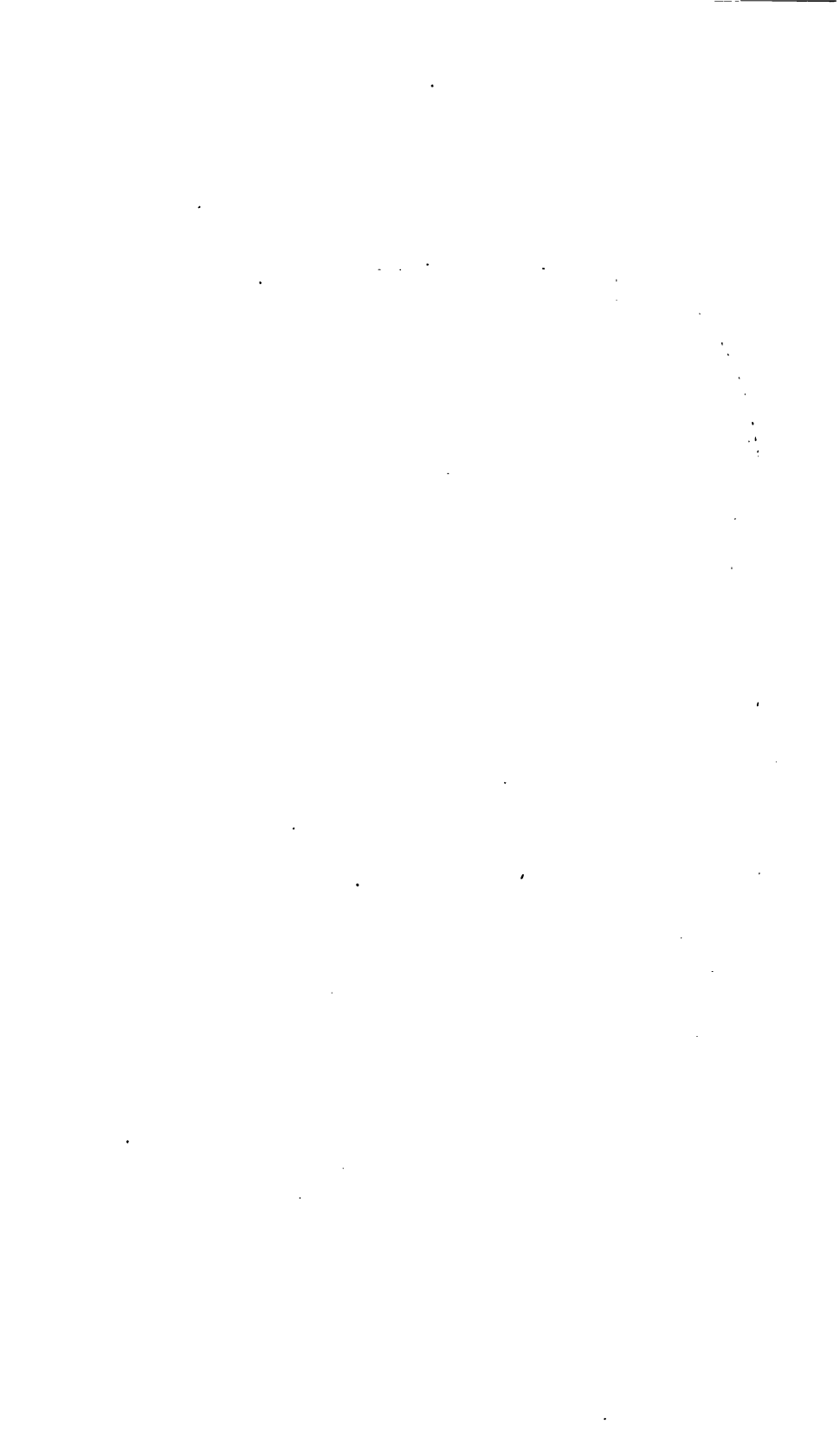
New York :

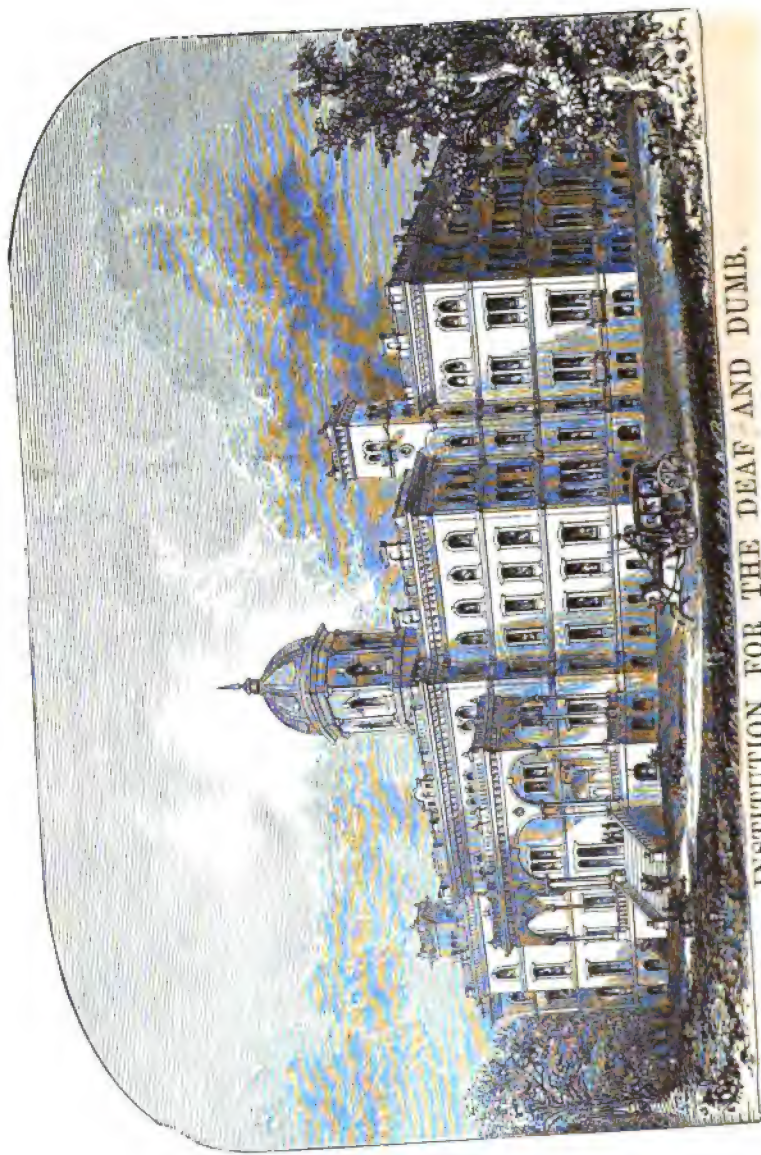
PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

1884.

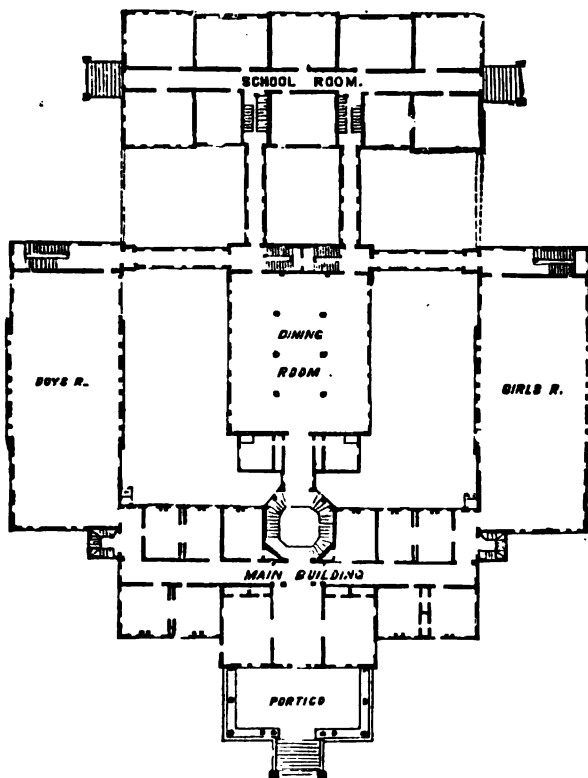


Principal



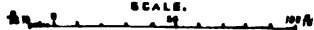


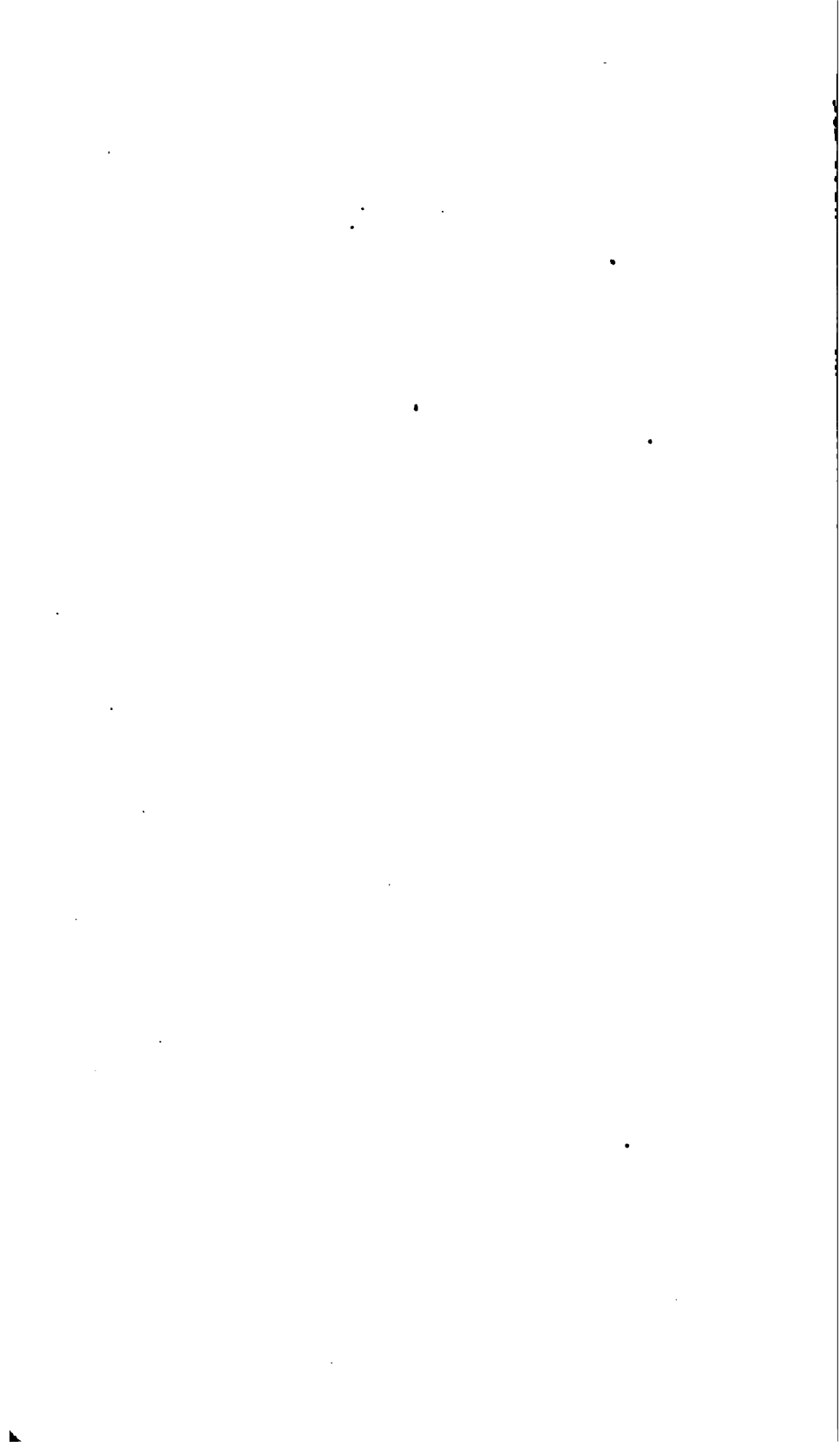
INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.

SCALE.





ALPHABET OF THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y

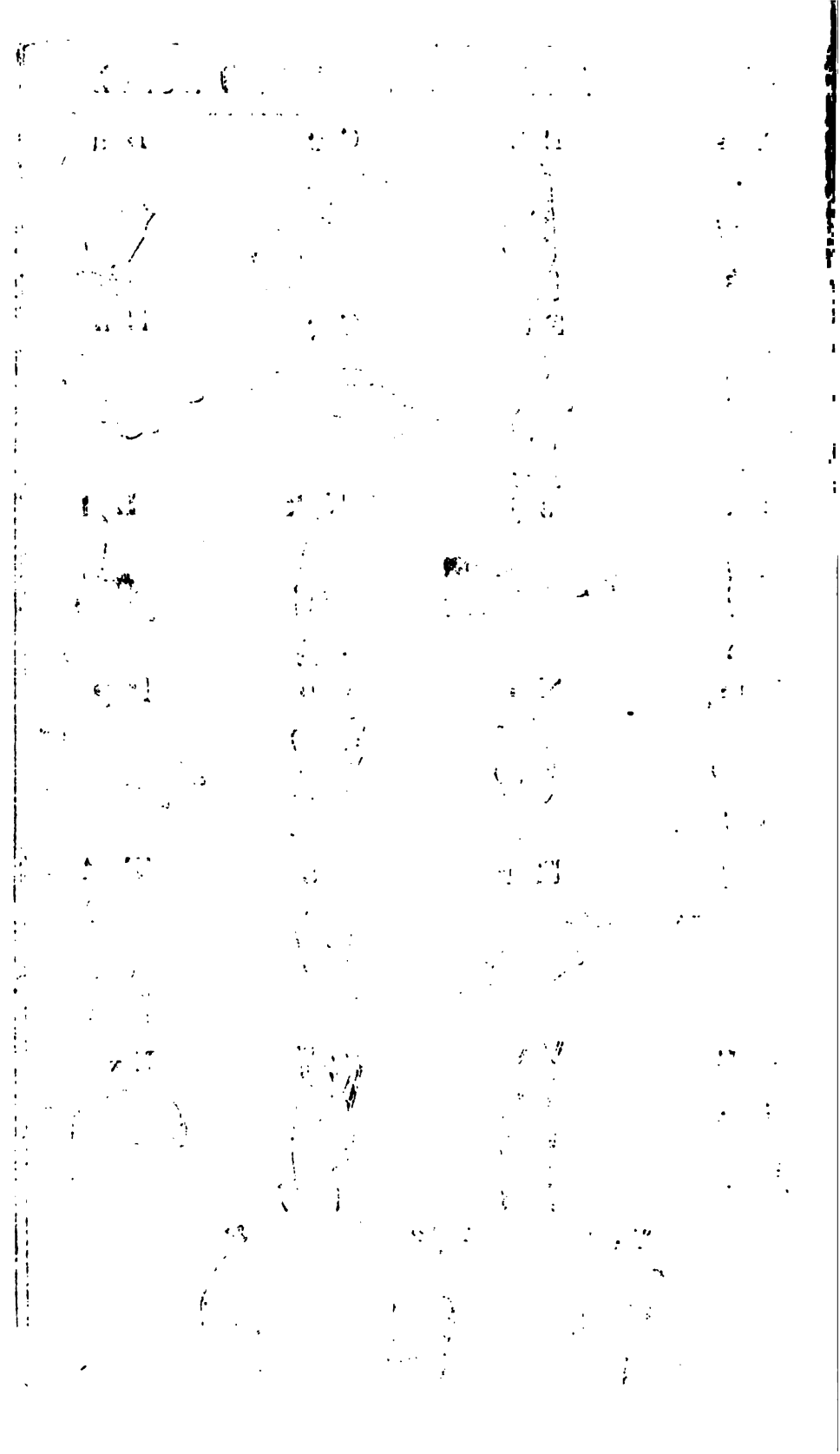


Z z



&c





OFFICERS AND DIRECTORS.

PRESIDENT,
HON. ERASTUS BROOKS.

FIRST VICE-PRESIDENT,
HON. ENOCH L. FANCHER, LL.D.

SECOND VICE-PRESIDENT,
REV. CHARLES A. STODDARD, D.D.

TREASURER,
GEORGE A. ROBBINS.

SECRETARY,
THATCHER M. ADAMS.

First Class—Term expires May, 1884.

MORRIS K. JESUP.	SAMUEL THORNE.
EDWARD M. TOWNSEND.	JAMES O. SHELDON.
THATCHER M. ADAMS.	GEORGE A. ROBBINS.
GEORGE F. BETTS.	WILLIAM M. HALSTED.

Second Class—Term expires May, 1885.

REV. CHARLES H. PARKHURST, D.D.	WILLIAM H. FOGG.
REV. THOMAS GALLAUDET, D.D.	BENJAMIN H. FIELD.
WILLIAM FROTHINGHAM, M.D.	JOHN L. TONNELÉ.
REV. SULLIVAN H. WESTON, D.D.	JOHN T. TERRY.

Third Class—Term expires May, 1886.

HON. ERASTUS BROOKS.	AVERY T. BROWN.
GEORGE D. MORGAN.	ALBERT M. PATTERSON.
HON. ENOCH L. FANCHER, LL.D.	REV. CHAS. A. STODDARD, D.D.
WILLIAM A. WHEELOCK.	EVERETT HERRICK.

STANDING COMMITTEES.*Executive Committee.*

REV. CHARLES A. STODDARD, D.D., *Chairman.* JOHN T. TERRY.
 WILLIAM A. WHELOCK. WILLIAM M. HALSTED.

JOHN L. TONNELÉ.

(The President and Treasurer *ex-officio*.)

Finance Committee.

JAMES O. SHELDON. EDWARD M. TOWNSEND.

ALBERT M. PATTERSON.

(The President *ex-officio*.)

The Committee of Instruction.

REV. THOMAS GALLAUDET, D.D. REV. SULLIVAN H. WESTON, D.D.
 EDWARD M. TOWNSEND. JAMES O. SHELDON.

AVERY T. BROWN.

(The President *ex-officio*.)

Law Committee.

HON. ENOCH L. FANCHER, LL.D. THATCHER M. ADAMS.

GEORGE F. BETTS.

Library Committee.

AVERY T. BROWN.

WILLIAM FROTHINGHAM, M.D., . SAMUEL THORNE.

Ladies' Committee.

MRS. BENJAMIN H. FIELD..... *Chairman.*

MRS. HELENA T. BROWN..... *Secretary.*

MISS JULIA COOPER..... *Treasurer.*

MRS. JOHN T. TERRY.

MRS. JOSEPH W. PATTERSON.

MRS. FREDERICK G. SWAN.

MRS. EDWARD OOTHOUT.

MRS. ELLEN WALTER.

MRS. CHARLES A. STODDARD.

MRS. WILLIAM FROTHINGHAM.

MRS. ETHAN ALLEN.

MISS ALEXANDER HAMILTON.

MRS. ANNA E. BARNARD.

MISS JULIA RHINELANDER.

MISS HARRIET TABER.

(The Visiting Committee is changed every month.)

Committee on Nominations.

MORRIS K. JESUP.

WILLIAM H. FOGG.

EVERETT HERRICK, M.D.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

E. HENRY CURRIER.*

FRANCIS D. CLARKE, M.A., C.E.†

GILBERT C. W. GAMAGE.

HENRY DENNIE REAVES.

WILLIAM G. JONES, B.A.

CHAS. W. VAN TASSEL.

CHESTER Q. MANN.

IDA MONTGOMERY.

JANE T. MEIGS.

JOSEPHINE L. ENSIGN.

LUANN C. RICE.

MARIA TOLES.

MYRA L. BARRAGER.

JOSEPHINE F. RINTOUL.

ELIZABETH MITCHELL.

JULIA F. BREARLEY.

TEACHER OF DRAWING.

CAROLINE V. HAGADORN.

TEACHERS OF ARTICULATION.

ELIZABETH MITCHELL.

MARIA TOLES.

JULIA F. BREARLEY.

JOSEPHINE F. RINTOUL.

JANE T. MEIGS.

* Professor of Articulation.

† Instructor of the High Class.

ADMINISTRATIVE DEPARTMENT

SUPERINTENDENT AND PHYSICIAN.

JAMES C. CARSON, M.D.

CONSULTING PHYSICIANS.

WILLIAM FROTHINGHAM, M.D., EVERETT HERRICK

STEWARD.

CHAUNCEY N. BRAINERD.

ASSISTANT STEWARD.

W. S. CRITTENDEN.

CLERK.

GEO. P. GREENLEAF.

MATRON.

MRS. SUSAN L. HENRY.

ASSISTANT MATRONS.

MISS PRUDENCE LEWIS—Supervisors' Department.

MISS LOUISA JOYCE—Primary Department.

MISS HATTIE S. TROUT—Culinary Department.

MISS SARAH A. FRASER—Hospital Department.

MRS. ANN L. TURNER—Linen Department.

SUPERVISORS.

WALLACE F. HOWELL.

EDWARD THIMME.

CHARLES W. STONE.

MISS MARY E. MONTGOMERY.

MRS. RACHEL A. STONE.

MISS KATE E. RYER.

MISS LOUISE TROTT.

ENGINEER.

JOSEPH H. BANKS.

NIGHT WATCH.

FREDERICK A. GERLOFF.

JOHN W. GARDNER.

MISS KATE TEERPENNING.

SEAMSTRESS DEPARTMENT.

MISS ELLA TEERPENNING—Dress Maker.

MRS. MARY J. ROGERS—Shirt Maker.

MISS HANNAH BARRY—Repairing.

FOREMEN OF INDUSTRIES.

EDWIN ALLAN HODGSON, M.A. *Printing.*

JOHN H. CLEARWATER. *Carpentry.*

JOHN LECHTHALER. *Shoemaking.*

HENRY ROTH. *Tailoring.*

ALBERT METZGER. *Gardening.*

JOHN T. ZIEGLER. *Farming.*

THOMAS BEATTY. *Baking.*

SIXTY-FIFTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully present to the Legislature their Sixty-Fifth Annual Report.

The Report gives in detail the names of all the officers, attendants and pupils in the Institution and the amount of salaries and expenditures connected with the official, educational and administrative departments for the year ending September 30th, 1883. Also, the names of the pupils graduated at the commencement exercises of the same year, the report of the Treasurer with all items of expenditure, the receipts from the State for the support of State pupils, from counties in the State for the Support of county pupils between the ages of six and twelve years, the income of the printing and other workshops, the reports of the Principal, Superintendent and Physician, the reports of the visiting committee abroad, and the names and residences of pupils.

These several reports give all the information required by statute for the Legislature, and with the report of the committee upon the annual examination and their records of the studies of the several classes, are respectfully commended to the attention of the Legislature, and to all who are interested in the instruction of the deaf and dumb.

The receipts of the Institution from the State of New Jersey have now ceased. For the year ending September 30th, 1882, they amounted to \$24,169.26. This income was for the education of the deaf and dumb heretofore sent from New Jersey to the New York Institution. The State of New Jersey paid three hundred dollars each year for each pupil, or fifty dollars more than the sum paid by the State of New York for pupils in its own Institution.

The receipts of the New York Institution, as stated in its Fourth Annual Report, were \$10.927 less than its expense sum was borrowed from the Real Estate Fund to make deficiency.

For the year ending September 30th, 1883, by strict economy and reduced number of officers, teachers, and employes, the sum was reduced to \$4,460.56. The board have made and every effort to bring the expenses of the whole service receipts now provided for by law. The necessary expenses of the Institution include all repairs and improvements, as well as those connected with the educational and administrative departments of the Institution.

NEW YORK, *December*, 1883.

ERASTUS BROOKS

THATCHER M. ADAMS,
Secretary.

TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1883.

EXPENDITURES.

Groceries and Provisions.

Apples, 27 barrels.....	\$87 50
Baking powder, soda and cream tartar.....	85 03
Beans, 6½ barrels.....	77 26
Berries, 642 quarts.....	90 52
Butcher's meat, 148,739 pounds.....	13,127 85
Butter, 17,282 pounds.....	4,337 45
Canned goods.....	136 15
Cartage and freight.....	376 58
Cheese, 766 pounds.....	108 90
Cider and cider vinegar, 9 barrels.....	70 15
Chocolate, 48 pounds.....	18 86
Coffee (roasted), 3,619 pounds.....	458 27
Codfish (boneless), 1,815 pounds.....	172 06
Corn-starch and tapioca.....	10 56
Cranberries, 4 crates.....	14 50
Crackers, 1,341 pounds.....	142 02
Dried fruits, 2,509 pounds.....	241 20
Eggs, 1,800 dozen.....	502 70
Flavoring extracts.....	40 42
Flour, 601 barrels.....	4,143 30
Fresh fish.....	734 49
Gelatine and ginger.....	19 05
Grapes, 246 pounds.....	14 66
Hominy, 17½ barrels.....	91 30
Hops, malt and yeast.....	116 66
Ice, 151,795 pounds.....	372 23
Indian meal.....	9 38
Lard, 1,910 pounds.....	241 62
Carried forward.....	\$25,840 67

Brought forward.....	\$25,840 67
Lemons and oranges, 13 boxes.....	43 35
Maccaroni, 80 pounds.....	10 25
Mackerel, 15½ barrels.....	250 17
Maple sugar, 157 pounds.....	19 89
Melons, 110.....	18 39
Milk, 96,692 quarts.....	5,317 58
Molasses and syrups, 1,095 gallons.....	521 68
Mustard, 160 pounds.....	49 00
Oatmeal, 24 barrels.....	192 75
Pears, plums and quinces.....	14 15
Peaches, 37 crates....	54 46
Pepper, 90 pounds.....	21 35
Pickles.....	62 65
Poultry, 1,214 pounds.....	223 83
Pork (salt), 2¾ barrels.....	59 75
Potatoes, 527 barrels.....	1,400 03
Potatoes (sweet), 17 barrels.....	50 50
Raisins, 10½ boxes.....	26 15
Rice, 5,116 pounds.....	394 81
Salt, 24 sacks.....	37 29
Sardines, 285 boxes.....	90 65
Smoked meats, 8,460 pounds.....	947 94
Smoked fish, 675 pounds.....	77 36
Spices.....	49 93
Sugar, 19,938 pounds....	1,707 36
Sweet oil.....	6 60
Tea, 1,128 pounds.....	326 83
Vegetables.....	21 25

37,836 62

Clothing.

Bathing sponges and brushes.....	34 80
Braid, binding and trimmings.....	17 26
Buttons.....	26 25
Cambric, 361 yards.....	20 14
Camphor, 12 pounds.....	3 36
Cartage.....	38 40
Cash advanced pupils.....	327 77
Cheviot, 205 yards.....	19 61
Check, 310 yards.....	39 34
Cord, elastic and webbing.....	13 79
Carried forward.....	\$540 72
	<hr/>
	\$37,836 62

Brought forward.....	\$540 72	\$37,836 62
Collars (linen), 12½ dozen.....	9 10	
Collars (paper), 14,334.....	137 00	
Combs, 32½ dozen.....	35 63	
Corsets, 8½ dozen.....	57 00	
Denims, 111 yards.....	14 37	
Diaper, 20 pieces.....	28 97	
Drawers, 22 dozen.....	119 54	
Dress goods, 1,060 yards.....	137 73	
Dress linings, 58 yards.....	5 78	
Flannel, 163 yards.....	33 21	
Gingham, 1,769 yards.....	179 87	
Gloves, 5 dozen.....	9 00	
Hair cutting.....	64 20	
Hats and caps, 48½ dozen.....	268 44	
Handkerchiefs, 66 dozen.....	41 79	
Hose and half hose, 70 dozen.....	165 75	
Jean, 116 yards.....	11 19	
Knitting cotton and yarn, 15 pounds.....	11 14	
Larkspur seed.....	1 50	
Linen thread.....	20 98	
Mittens 5 dozen.....	11 00	
Neckties, 20 dozen.....	24 25	
Overalls and jumpers, 1½ dozen.....	10 92	
Pins and needles.....	27 84	
Ribbon.....	8 90	
Rubber overshoes, 7½ dozen pairs.....	47 42	
Scissors and grinding.....	7 95	
Sewing machine repairs.....	9 21	
Sewing silk and twist.....	17 89	
Shawls, 19.....	77 00	
Shirting, 2,731 yards.....	240 29	
Shoe blacking and brushes.....	48 70	
Skirts, 4 dozen.....	26 83	
Spool cotton, 203 dozen.....	109 67	
Suiting, 87 yards.....	12 16	
Suits clothing, 50.....	510 50	
Suspenders, 21 dozen.....	35 43	
Thimbles.....	3 38	
Trunks, traveling bags and repairs.....	38 13	
Undershirts and undervests, 33½ dozen.....	191 26	
Vests, 57.....	41 00	
Carried forward	\$3,392 64	\$37,836 62

Brought forward.....	\$3,392 64	\$37,836 62
Waists, 4.....	1 80	
Wages of Seamstresses.....	1,173 03	
	<hr/>	
	4,567 47	
Leather and findings, shoe shop account.....	\$2,442 33	
Repairing shoe machinery.....	33 56	
Wages of shoemaker.....	900 00	
	<hr/>	
	3,375 89	
Cassimere, 1,794 yards, tailor shop account.....	\$1,443 81	
Linings and trimmings.....	1,185 24	
Wages of tailor and tailoresses.....	887 00	
	<hr/>	
	3,516 05	
	<hr/>	
		\$11,459 41

Furniture.

Baskets and repairs	54 80	
Bath brick... ..	6 45	
Blankets, 1 pair.....	3 50	
Brittania pitchers, 1 dozen.....	32 10	
Brooms, 32 dozen.....	136 25	
Brushes, 28½ dozen.....	116 00	
Cambrie, 49 yards.....	2 45	
Camphor, 6 pounds.....	1 68	
Carpeting.....	118 75	
Cartage.....	45 99	
Chairs and stools, 6½ dozen.....	30 88	
Clothes-lines and pins.....	3 00	
Corrosive sublimate.....	1 08	
Crash, 800 yards.....	93 66	
Crockery and glassware.....	209 31	
Damask, 408 yards.....	299 59	
Feathers and feather dusters.....	11 60	
Gas shades and fixtures.....	31 16	
Knives and forks.....	25 78	
Looking glasses, 1 dozen.....	10 53	
Mats, 15.....	37 50	
Matting, 96 yards.....	63 15	
Mattresses made and re-made, 316.....	197 16	
Mops and handles, 8½ dozen.....	24 75	
Moss and hair for mattresses.....	33 50	
Napkins and doyles, 17 dozen.....	19 88	
	<hr/>	
Carried forward.....	\$1,610 50	\$49,296 03

Instruction of the Deaf and Dumb.

17

Brought forward.....	\$1,610 50	\$49,296 03
Oil cloth.....	57 35	
Pails, 6½ dozen.....	24 00	
Picture nails.....	1 28	
Quilts and counterpanes, 252.....	276 99	
Repairing furniture.....	53 20	
Repairing tin and copper ware.....	153 61	
Rubber sheeting, 43 yards.....	23 44	
Russia iron meat-pans, 6.....	18 00	
Sheeting, 1,983 yards.....	367 09	
Small kitchen wares.....	8 11	
Stove repairs, pipe, etc.....	33 40	
Straw for bedding, 14,959 pounds.....	98 22	
Table covers.....	4 00	
Tea and table spoons, 1½ gross.....	11 86	
Ticking, 303 yards.....	43 92	
Tin ware.....	129 93	
Towels, 13 dozen.....	44 33	
Toweling, 730 yards.....	104 93	
Tuning piano.....	2 00	
Whisk brooms, 2 dozen.....	4 00	
Window shades and repairs.....	95 73	
Wooden ware.....	19 84	
Thermometers, ½ dozen.....	1 13	
Parlor furniture.....	120 00	
Wages of Seamstresses.....	301 50	
		3,608 36

Building and Repairs.

Plumbing.....	2,613 23
Lumber.....	1,694 35
Painting and glazing.....	1,233 57
Masonry.....	993 33
Labor.....	575 49
Repairing roofs, gutters and leaders.....	486 64
Hardware and tools.....	378 39
Repairing steam engine and boilers.....	284 10
Steam pipe and fittings.....	238 70
Kalsomining and whitewashing.....	222 00
Repairing sinks.....	215 41
Repairing ranges.....	108 98
Cartage.....	94 50

Carried forward..... \$9,138 69 · \$52,904 39

Brought forward.....	\$9,138 69	\$52,904 39
Iron and blacksmithing.....	82 27	
Bath tub.....	35 00	
Repairing ventilator.....	34 72	
Cleaning vaults.....	26 58	
Rope.....	21 31	
Yale lock and repairs.....	10 30	
Drainage.....	8 70	
Weather strips.....	8 38	
Galvanized iron work.....	7 50	
Repairing ice box.....	2 90	
Repairing mangle.....	2 00	
Wages of carpenters.....	2,001 00	
		11,379 35

Fuel and Lights.

Anthracite coal, 1,377 tons.....	5,626 85	
Gas, 1,357,500 feet.....	3,148 25	
Hoisting, shoveling and carting coal.....	907 03	
Charcoal, 460 barrels.....	349 50	
Sperm oil, 29 gallons.....	40 60	
Matches, 4½ gross.....	13 15	
Coal shovels, ½ dozen.....	4 93	
Candles, 26 pounds.....	3 96	
Kerosene oil.....	3 51	
Wages of engineer and firemen.....	1,845 00	
		11,942 78

Printing.

Paper and cards.....	277 04	
Cartage.....	48 00	
Folding and binding.....	29 35	
Rollers and repairing.....	17 00	
Ink.....	10 00	
Benzine.....	9 00	
Sperm oil.....	8 60	
Stamps.....	5 50	
Type and furniture.....	1 90	
Traveling expenses.....	70	
Wages of printers.....	1,200 00	
		1,607 09

Stable.

Oats, 297 bags.....	465 40	
Repairing wagon, cart, etc.....	161 75	
Carried forward.....	\$627 15	\$77,833 61

Brought forward.....	\$627 15	\$77,833 61
Horseshoeing.....	146 44	
Hay, 11,700 pounds.....	135 46	
Ground feed, 86 bags.....	104 75	
Cart.....	75 00	
Harness and repairing.....	62 20	
Blankets, liniments and tools.....	13 59	
Oil meal.....	5 72	
Wages of stableman.....	300 00	
	<hr/>	1,470 31

Washing.

Hard soap, 19,817 pounds.....	1,246 57	
Starch, 1,840 pounds.....	99 10	
Washing fluid, 235 gallons.....	72 38	
Castile soap, 351 pounds.....	66 39	
Sapolio.....	38 30	
Blueing.....	37 00	
Sal soda, 2,250 pounds.....	34 77	
Cartage.....	25 41	
Javelle water, 11 gallons.....	9 60	
Japan wax, 25 pounds.....	3 75	
Wages of laundresses.....	1,968 25	
	<hr/>	3,601 52

Farm and Garden.

Manure.....	121 25	
Seeds.....	91 35	
Live stock.....	91 00	
Tools and repairing.....	49 47	
Land plaster.....	6 00	
Flower pots.....	4 84	
Hay salt.....	1 25	
Freight and cartage.....	85	
Wages of farmers and gardeners.....	1,527 00	
	<hr/>	1,893 01

Hospital.

Medicine and supplies.....	923 39	
Professional services and nurse.....	316 00	
	<hr/>	1,239 39

Schools.

Books, slates and stationery.....	1,281 94	
Salaries of Principal and Instructors.....	24,268 98	
	<hr/>	25,550 92

Carried forward.....	\$111,588 76
----------------------	--------------

Brought forward.....	\$111,588 76
Salaries of Superintendent, Steward and assistants.....	6,370 01
Salaries of matrons.....	1,863 37
Wages of supervisors.....	1,663 87
Wages of baker and cooks.....	1,944 85
Wages of chambermaids, waiters and laborers.....	6,883 89
Traveling expenses.....	448 76
Stationery, wrapping paper and twine.....	417 80
Expenses of delegation to Europe.....	300 00
Revenue and postage stamps.....	211 09
Subscription to American Annals of Deaf and Dumb....	194 00
Fire alarm.....	125 00
Advertising.....	58 40
Expenses of pupils to Fair of American Institute.....	58 08
Alcohol, 18 gallons.....	42 45
Cartage and freight.....	37 00
Newspaper subscriptions.....	31 80
Telegrams.....	18 28
Surveying.....	15 00
Repairing time detector.....	10 84
Employment Agency.....	10 00
Insect powder.....	7 78
Repairing boat.....	4 50
Legal fees.....	3 75
Drum heads and sticks.....	2 63
Christmas decorations.....	1 00

\$132,312 91

RECEIPTS.

From—	Board and tuition.	Clothing State pupils.	Support of County pupils.	Total.
State of New York...	\$71,455 04			\$71,455 04
State of New Jersey..	18,413 32	\$1,542 93		19,956 25
Albany County....		518 58	\$1,705 00	2,223 58
Alleghany "		79 58		79 58
Chautauqua "		97 50	225 00	322 50
Chemung "		22 83		22 83
Chenango "		30 00		30 00
Clinton "		30 00		30 00
Columbia "		58 50	615 00	673 50
Delaware "		30 00		30 00
Dutchess "		146 25	637 50	783 75
Erie "		30 00		30 00
Essex "		15 08	447 50	462 58
Herkimer "		30 00		30 00
Jefferson "		30 00		30 00
Kings "		861 12	4,791 67	5,652 79
Lewis "		30 00		30 00
Livingston "		30 00		30 00
Madison "		17 42		17 42
Monroe "		30 00		30 00
New York "		4,076 56	13,958 33	18,034 89
Niagara "		24 75		24 75
Oneida "		76 67		76 67
Onondaga "		60 00		60 00
Ontario "		25 92		25 92
Orange "		150 75	85 83	236 58
Oswego "		30 00		30 00
Putman "		30 00		30 00
Rensselaer "		101 25	300 00	401 25
Richmond "		120 00		120 00
Rockland "		120 00		120 00
Saratoga "			300 00	300 00
Schoharie "		113 25		113 25
Steuben "		30 00		30 00

Carried forward, \$89,868 36 \$8,588 94 \$23,065 83 \$121,523 13

	Board and tuition.	Clothing State pupils.	Support of County pupils.
Brought forward,	\$89,868 36	\$8,588 94	\$23,065 83
Suffolk		81 50	11 67
Sullivan		172 91	255 83
Tioga		30 00	
Ulster		300 83	605 00
Warren		30 00	
Washington		60 00	
Wayne		60 00	
Westchester		264 42	655 83
Wyoming		60 00	
Paying pupils.....	1,952 00		

\$91,820 36 \$9,648 60 \$24,594 16

From printing.....

From sales of grease and refuse.....

From discount on audited bills.....

From sales of clothing.. ..

From sales of empty barrels.....

From sales of rags and old paper.....

From sales, shoe shop account.....

From sales of calves.....

From sales of old iron.....

From sales of corn stalks.....

From sales of wood.....

From sale of trunk

From real estate fund to make good deficit for the year..

MEMORANDA.

The following statements are of accounts reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate Fund was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Frizzell, Harriet Stoner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards erection of new buildings at Tarrytown (see Chapter 343, Laws of 1877), and consists of legacy of Ephraim Holbrook, and a bond and mortgage taken in payment for Real Estate.

BUILDING FUND.		CR.
1882.		
October 1.	To balance from old account.....	\$29,896 25
	" interest received	83,821 36
	" proceeds sale St. Paul, Minneapolis & Manitoba R. W. Co., 2d mortgage bond.....	
	29,896 25	
	63,217 61	
1883.		
October 1.	To Cash balance from old account.....	83,821 36
	* The opinion of our Counsel not sustaining the legality of this instrument, the securities were sold forthwith.	
		63,217 61
DR.	REAL ESTATE FUND.	CR.

1882.			
October 1.	To balance from old account.....	30,222 40	
	" amount received from estate of T. Marston Taylor, on account Legacy.....	69 53	4,460 56
	" do do Eliza Mott, balance of Legacy.....	650 00	
	" do do Maria M. Hobby do.....	1,139 14	28,269 84
	" interest.....	649 31	
		32,730 40	
1883.			
October 1.	To balance from old account.....	28,269 84	
	By amount transferred to General Account to make good deficit for the year ending September 30th, 1883.....		
	" balance to new account.....		32,730 40
	MEM.—General Account owes for cash advanced to make good deficits, \$25,101.73.		

LIBRARY FUND.		CR.
DR.		
1882.		
October 1. To balance from old account.....	\$4,346 58	\$ 104 09
" " interest.....	161 80	4,408 74
	4,507 88	4,507 88
1883.		
October 1. To balance from old account.....	4,408 74	

FRIZZELL FUND.		CR.
DR.		
1882.		
October 1. To balance from old account.....	2,855 20	2,446 80
" " interest.....	91 10	
	2,446 80	2,446 80
1883.		
October 1. To balance from old account.....	2,446 80	

HARRIET STONER FUND.		CR.
DR.		
1882.		
October 1. To balance from old account.....	140 85	146 51
" " interest.....	5 08	
	146 51	146 51
1883.		
October 1. To balance from old account.....	146 51	

DR.	CARY FUND.	CR.
1882.		
October 1.	To balance from old account.....	\$96 88
	" Interest.....	8 88
		100 71
		By balance to new account.....
		\$100 71
1883.		
October 1.	To balance from old account.....	100 71

DR.	RECAPITULATION.	CR.
Real Estate Fund.....	28,269 84	Cash in N. Y. Life Insurance and Trust Co.....
Building Fund.....	33,821 86	" " United States Trust Co.
Library Fund.....	4,403 74	" Merchants' National Bank
Fitzell Fund.....	2,446 80	" Inst. for Savings of Merchants Clerks
Harriet Stoner Fund.....	146 51	" Seaman's Savings Bank.....
Cary Fund.....	100 71	Bond and Mortgage
	\$69,188 46	\$69,188 46

STATE OF NEW YORK, }
CITY AND COUNTY OF NEW YORK, } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 28th }
day of November, 1883. }

ANDREW WARNER,

Notary Public, N. Y.

GEORGE A. ROBBINS.

Report of the Superintendent and Physician.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN :—In compliance with the requirements of the law and of your Board, the following report, exhibiting the statistics, and the operations of the Administrative and Medical departments of this Institution for the year ending September 30th, 1883, is respectfully submitted.

Not having entered upon the duties of the office of Superintendent and Physician until the seventh of April last, the events and experience of the first six months of the year are of course only familiar to me except as obtained through the official record kept. It seems needless to say, however, that the Institution, under the management for more than ten years preceding of so experienced a Medical Superintendent and gentleman as Dr. William Porter, was found, upon my assuming the responsibilities of the office, in good working condition and efficiently organized in all its departments. Having previously labored for thirteen years in one of the charitable institutions of our State of another character, this field of duty was, in one sense, *new* to me. The importance of finding here so efficient an organization to aid me in familiarizing myself with the numerous duties required, has been duly appreciated.

MOVEMENT OF THE POPULATION.

A complete catalogue of the pupils, with their residences, in town, county and State, has been prepared as usual for publication, and is herewith presented in connection with this report. The following table gives a summary of the pupils connected with the Institution during the year.

	Males.	Females	Total.
Number present September 30, 1882.....	268	153	421
Former pupils re-admitted.....	20	11	31
New pupils admitted.....	22	14	36
Whole number ..	310	178	488
Number who have left during the year... ..	78	63	141
Number connected with the Institution September 30, 1883.....	232	115	347

The 488 pupils present at the Institution within the year, were supported as follows :

By the State and Counties of New York,	413
By the State of New Jersey,	67
By the parents or guardians,	8
Total,	<hr/> 488

Of the 67 admissions and re-admissions, 42 were State pupils and 14 County pupils, 6 were from New Jersey, and 5 were private.

Of the 141 discharges, 68 were State and 8 County pupils, 61 were from New Jersey, and 4 were private.

The daily average number of pupils connected with the Institution during the year was 440. The average number has been 29 less than last year, and 44 less than two years ago. The same causes mentioned last year as having led to a diminution in the number of our pupils for the two years previous, have operated, as the figures show, in a still greater degree during the year now reported. The institutions for the education of the deaf and dumb, although of incalculable benefit to them as a class, have been multiplied to such an extent in the State within the past decade, there is no use in attempting to disguise the fact that the present accommodations provided for them more than meet the requirements. The withdrawal of the pupils of the State of New Jersey from the three institutions in the City of New York, will open still further increased accommodations to the pupils from our own State, and give additional force to the fact just mentioned.

FINANCIAL AND ADMINISTRATIVE.

The purchases of supplies and other material for the use of the Institution in this department, with one exception, are all made by the Steward. The dry goods required for household purposes and for the girls' clothing, your Committee, in our judgment, have very wisely placed the purchasing authority in the hands of the Matron. Before purchases are made, however, an itemized estimate of all articles thought to be necessary for the use of the household is made out monthly by the Steward and Matron, in a book kept for the specific purpose, and known as the "Book of Wants." This estimate, or requisition, is first submitted to the Superintendent for his inspection and approval, and by him to the Executive Committee, at their regular monthly meetings at the Institution. If approved by the Committee, it receives their signatures, and is then the authority to purchase accordingly.

By a recent act of the Legislature, all bills against the Institution for articles or material furnished, are required to be made in duplicate.

One of these bills is marked "original," and the other "duplicate." The original bill is carefully examined by the Steward, and if found to agree with the article or quantities supplied, and if it is also clerically correct, he certifies to that effect over his signature. It is next passed to the Superintendent for his examination. His signature attached, it is then placed in the hands of the Executive Committee, at their regular monthly meeting, for audit. A check is then drawn by the Committee upon the Treasurer for the whole amount of the month's audit of bills. The amount received from the Treasurer, is placed on bank deposit to the account of the Superintendent, and each bill, except for very small amounts, is paid by his individual check, and a receipt therefor obtained by the Steward. At the following monthly meeting of the Executive Committee, these bills, both originals and duplicates, are re-examined by them to see if all are duly receipted. The "original" bills are then placed and kept on file in the Institution. The duplicates are retained until the end of the year, when they are forwarded to the State Comptroller for his inspection and final disposal.

An itemized account of all purchases made, both as to cost and amount, is carefully kept each month by the Steward and his assistants. It is embraced in the report of the Treasurer, under the head of "expenditures." Kept in this manner, this account also answers a statement required of late years from the various public institutions by the State Board of Charities.

In passing on to the work of another year, we announce, with regret, that our expenditures for the year past, have once more exceeded the receipts. While the amount (\$4,460.56) is not so great by half as the previous year (\$10,927.14), it is yet a sufficient warning for us to be on guard and continue to exert every effort towards retrenchment and economical expenditure.

From the lessened income to be sustained by the withdrawal of the pupils from the State of New Jersey, our receipts for the ensuing year may be expected to fall materially short of those of the year now reported. While the discharge of sixty to seventy pupils must of course make a considerable reduction in the cost of our supplies, there are many things, such as fuel and lights, officers' and employes' wages, etc., in which no corresponding *per capita* reduction of expenditure can be made. This loss coming then at a time when a deficiency has already been experienced for three successive years, furnishes an additional uncertainty to our future financial outlook.

The funds received by the Superintendent from all sources have been from time to time promptly transferred to the account of the Treasurer, in detail, and as usual are embraced in the report of the Treasurer under the head of "receipts."

MEDICAL.

It is a pleasure to be able to report the health of the pupils during the year as having been exceedingly good. Two deaths occurred, however, among their number, both girls, Emma E. Thurston and Sarah Briggs, aged respectively 15 and 11 years. The cause of death in each case was valvular disease of the heart, from which both had been partial invalids and suffered for a considerable period prior to the date of their deaths. After appropriate funeral services in the chapel, the remains of the former were removed by her friends to their home in Troy, N. Y., and those of the latter, at the request of her parents, were sent to their home in Sullivan county, N. Y., for interment. These girls both possessed unusually bright, cheerful faces, and gentle dispositions, and were alike greatly beloved and esteemed by their school-mates.

Although several serious case of acute illness occurred, fortunately none were fatal. Two very severe injuries also happened among the boys. One, aged 16, while coasting last January, accidentally sustained a compound fracture of the bones of the right leg; the other, aged 14, in the act of swinging, by the breaking of the cross-bar, a broken end of which falling upon his head, produced a compound fracture of the skull. This was a particularly serious injury, which required not only the operation of trephining, but also the ligation of one of the meningeal arteries, which had been ruptured by a splinter of the fractured bone. These cases were both treated in Roosevelt Hospital, and each made an excellent recovery; the latter, happily, not even suffering the slightest mental impairment subsequently.

The epidemic hospital was opened in May last, with one case of measles, a female pupil, aged 21. She was in this way kept entirely isolated, and retained there until fully recovered. By this precaution no other cases occurred.

The following table shows the number and character of diseases requiring medical attention and treatment among the pupils, resident teachers, officers and employes, within the year. All ailments of a trivial character are excluded from this table, which shows only those who received treatment for three or more successive days. This table shows 37 cases of malaria. Under this head are included not only all cases of chills and fever proper, but other affections that were evidently of malarial origin. The character of all the forms of malaria observed was very mild, and in every instance yielded readily to treatment.

RECORD OF DISEASES TREATED.	PUPILS.			Officers, teachers and em- ployes.	Grand Total.
	Males.	Females.	Total.		
Abscess.....	2	1	3	1	4
Amenorrhœa.....		2	2	1	3
Anæmia.....				2	2
Bronchitis.....	12	3	15	5	20
Carbuncle.....		1	1		1
Chloasma.....		1	1		1
Chorea.....	1		1		1
Conjunctivitis.....	12	2	14		14
Croup.....	4	1	5		5
Debility.....	1	4	5		5
Diarrhœa.....	3		3	3	6
Ecthyma.....	1		1		1
Enteritis.....	1		1	1	2
Epilepsy.....		3	3		3
Erysipelas.....		1	1		1
Gastric derangement.....	1		1		1
Granular lids.....	1	1	2		2
Granular lids and panus.....	1	1	2		2
Influenza.....	1		1	5	6
Injury.....	10	2	12	3	15
Ivy poison.....	2		2		2
Jaundice.....		1	1		1
Malaria.....	14	12	26	11	37
Measles.....		1	1		1
Menorrhagia.....				1	1
Neuralgia.....				1	1
Peritonitis.....		1	1	1	2
Pityriasis.....		1	1		1
Pleurisy.....				1	1
Pneumonia.....	2	3	5	1	6
Rheumatism.....	2	2	4		4
Tinea circinatus.....		2	2		2
Tonsillitis.....	24	11	35	9	44
Ulcer.....	1		1		1
Urticaria.....		2	2		2
Valvular disease of the heart.....		2	2		2
Whitlow.....				1	1

INDUSTRIAL.

The educational feature which now seems to be engaging much attention throughout the country, is that of industrial schools. In all sec-

tions the newspapers of the day are discussing its merits, and the minds of intelligent people are steadily appreciating its value. The recent testimony before the United States Senate Sub-Committee on Education and Labor has given the subject an additional impetus. It is a source of gratification to know that while this topic of industrial education is being agitated in connection with the public schools for hearing pupils, it is here already a settled question.

Its importance for this class, the deaf and dumb, by reason of the disadvantages a physical defect like the loss of hearing sustains, was recognized by the Directors in the early days of the Institution, and different forms of industrial instruction were introduced here and have been in existence and successful operation for many years. The zeal manifested each year by the great majority of pupils in their efforts to learn trades, confirms the wisdom of giving our industrial department one of essential prominence in the regular course of instruction. Attendance in this department is made a compulsory one, when a proper age is reached. Every pupil, upon arriving at the age of 12 to 15 years, but depending in a measure upon size and general physical appearance, is assigned to some form of regular daily employment. A knowledge of this employment is then made of equal importance with that to be obtained from the study of books in the school. This balance is adjusted by requiring each pupil to spend one-half of the ordinary day's school hours in the school, while the remaining half is spent in the shops or at work. In this way an opportunity is given all the pupils of gaining such a knowledge of some trade by which they will be prepared to support themselves when their course of instruction allowed by the State is completed.

As an evidence of the truth of the above remarks, the following table is presented as an exhibit of the amount of industrial instruction given, by showing the value of the products of the farm and garden and of the work done in the various industrial departments. Aside from this exhibit, much work is annually performed upon the grounds, at mending, general housework, etc., which cannot be either readily estimated or tabulated, and all of which is ordinarily essential to be known and learned by individuals generally.

PRINTING OFFICE.

(Estimated value of work done for the Institution, and cash receipts.)

For the Educational Department	\$113 80
For the Administrative Department.....	169 25
Printing Annual Report.....	350 00
Custom work (Cash).....	1,216 83
	<hr/>
	\$1,849 88

CARPENTER SHOP.

Estimated value of new work and repairs done for the Institution.....	\$3,159 30
	<u>\$3,159 30</u>

SHOE SHOP.

Number of pairs of shoes made.....	664
Cost of 784 pairs of shoes distributed.....	\$2,194 65
Cost of repairing 1,270 pairs of shoes.....	863 80
Custom work (Cash).....	38 15
	<u>\$3,096 60</u>

TAILOR SHOP.

Number of coats made.....	166
Number of jackets made.....	154
Number of pairs of pants made.....	425
Number of vests made.....	130
Number of straw ticks made.....	20
Number of boys' aprons made.....	95
Cost of 135 coats distributed.....	\$694 15
Cost of 148 jackets distributed.....	526 99
Cost of 439 pairs of pants distributed.....	1,338 73
Cost of 127 vests distributed.....	225 00
	<u>\$2,784 87</u>

FARM AND GARDEN.

(Estimated value of vegetables, fruit, milk, poultry and eggs produced and used in the Institution.)

Apples, 40 barrels. ...	\$100 00	Brought up.....	\$3,112 49
Asparagus, 50 bunches.	10 00	Onions, 114 bushels....	171 00
Beans, 58 bushels.....	58 00	Parsley, 612 bunches... ..	43 96
Beets, 265 bushels.....	265 00	Parsnips, 109 bushels..	81 75
Butter, 215 pounds....	53 75	Pears, 23 bushels.....	23 00
Cabbage, 4,328 heads..	346 24	Peas, 75 bushels.....	131 25
Carrots, 60 bushels....	60 00	Peppers, 3½ bushels....	4 37
Cauliflower, 60 heads..	9 00	Pie plant, 621 bunches..	38 81
Celery, 434 dozen.....	781 20	Potatoes, 125 barrels... ..	312 50
Chickens, 50 pairs.....	62 50	Radishes, 144 bushels..	288 00
Cucumbers, 34 bushels.	34 00	Spinach, 163 barrels....	326 00
Currants, 3 bushels....	7 50	Sprouts, 81 barrels.....	101 25
Eggs, 314 dozen.....	78 50	Squash, 11.....	3 85
Egg plants, 49.....	7 35	Sweet corn, 980 dozen..	245 00
Grapes, 298 pounds....	11 92	String beans, 75 bushels	93 75
Leeks, 50 doz. bunches.	50 00	Tomatoes, 421 bushels..	421 00
Lettuce, 360 bushels....	360 00	Turnips, 104 bushels... ..	52 00
Milk 15,046 quarts.....	827 53		<u>\$5,464 98</u>
Amount carried up...	\$3,112 49		

SEAMSTRESS ROOM.

(Articles made, in addition to a large amount of work done in mending, alterations, etc.)

Aprons	219	Night dresses.....	108
Chemises.....	141	Pillow cases.....	522
Counterpanes.....	170	Sheets.....	400
Drawers	168	Skirts.....	506
Dresses	281	Table cloths.....	57
Napkins ..	96	Towels.....	1,025

Repairs and Improvements.

The necessity of economy in expenditure has been so much felt during the year, that only repairs and improvements of a specially pressing and important character have been undertaken.

The wall along the sides of the brook through the Tarrytown property which had been washed out by freshets last year, was relaid during the months of October and November by the farm hands. Owing to original errors in construction, it is not improbable that this wall will require still further labor and expense from the same causes in the not very distant future.

The special plumbing that was in progress at the close of last year was extended to the two wings and school building, and continued without interruption until completed in February last. The closets, sinks, bath-tubs and urinals, are all now in a very satisfactory condition. While the outlay for this work, amounting to several thousand dollars, was felt to be burdensome, the general comfort and convenience which has followed, and the feeling of protection and security from disease it now affords, is, to say the least, a partial, if not ample compensation for the expenditure involved.

About 850 feet of new picket fence has been built along the west line of the Boulevard. This work was largely done by the boys, and for various reasons, will prove of decided advantage to the Institution, especially as a means to limit the amount of indiscriminate driving through the premises, an evil that was fast becoming almost intolerable.

Besides the usual renovation of the entire house, which was thoroughly done during the summer vacation, the mason work underneath the boilers for heating purposes was relaid, and new grate bars supplied; a new iron tank receiver for the condensed water, was put in at the boiler-house; the large sink in the pupils' dining-room was relined with zinc, and the two wash-basins in the boys' lavatory were re-lined with planished copper; the roofs were repaired, flooring relaid, and plastering renewed wherever necessary, and a considerable amount of painting, kalsomining and whitewashing done as usual.

In accordance with the requirements of the Commissioners of the Fire Department, a special fire alarm telegraph box has been placed within the building at a convenient point near the front entrance, which communicates by an independent wire directly with the Fire Department station. Also, to make it practically useful in case of necessity the Department of Public Works has connected the Institution with a four-inch pipe water supply. As the previous water supply was furnished by two one-inch pipes, the amount was entirely inadequate for fire engine purposes. This is an improvement long desired, as a matter of safety to the building and its inmates.

ACKNOWLEDGMENTS.

We again tender our thanks to the publishers of the following periodicals and newspapers, who have generously contributed their publications for the use and enjoyment of the pupils :

Monthly.

Our Record, Buffalo, N. Y.
Mute Journal of Nebraska, Omaha, Neb.
The Mute Ranger, Austin, Texas.
The Sheltering Arms, New York City.

Semi-Monthly.

Sunday School Advocate, New York City.
Deaf-Mute Record, Fulton, Mo.
Silent Observer, Knoxville, Tenn.
Mutes' Companion, Faribault, Minn. (Two copies.)

Semi-Weekly.

New York Times.
New York World.

Weekly.

The Evangelist, New York City.
The Newburgh Weekly Journal, Newburgh, N. Y.
The Utica Weekly Herald, Utica, N. Y.
The Watertown Reformer, Watertown, N. Y.
The Rome Sentinel, Rome, N. Y.
The Saratogian, Saratoga Springs, N. Y.
The Weekly State Gazette, Trenton, N. J.
The Kentucky Deaf-Mute, Danville, Ky. (Two copies.)
The Goodson Gazette, Staunton, Va. (Two copies.)
The Deaf-Mute Mirror, Flint, Mich. (Two copies.)
The Vis-a-Vis, Columbus, Ohio.
Deaf-Mute Hawkeye, Council Bluffs, Iowa.

The Deaf-Mute Advance, Jacksonville, Ill.
The Modern Times, Delavan, Wis. (Two copies.)
The Deaf-Mutes' Journal, New York City. (Two copies.)
The Deaf-Mute Index, Colorado Springs, Col.
The Tablet, Romney, W. Va.
The Kansas Star, Olathe, Kansas.
The New Rochelle Press, New Rochelle, N. Y.

As in several previous years, we are indebted to the officers of the New York, Lake Erie & Western Railroad, and to the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils, with the teachers and officers of the Institution, who accompanied them.

To E. D. Averell, for six suits of paper armor.

To Messrs. Dunlap & Co., 180 Broadway, for six caps and thirty-three hats for boys, and eight caps for girls.

To Mrs. A. Hamilton, for seventy-five oranges for the little boys at Tarrytown.

To Mr. John T. Terry, for one barrel of syrup for the use of the pupils.

To Mrs. Mary Magill, for a pleasant entertainment in recitations and calisthenic exercises.

CONCLUSION.

Agreeably to the requirements of your resolution, the Branch school at Tarrytown was permanently closed at the end of the summer term in June. This Branch had been maintained for several years past, at an annual extra expense of six or seven thousand dollars. The general comfort and welfare that pertained among the pupils in attendance there, was a serious consideration against its abandonment. With a prospect, however, of an annual deficiency of several thousand dollars, which was thought to be largely due to the extra expense its maintenance incurred, together with the removal of the seventy pupils from the State of New Jersey, its further continuance was felt to be both unadvisable and unwarranted. The movable articles of furniture and school appliances have all been removed to the Institution, and placed in store to be used as future occasions require.

The closing of this Branch led to the retirement of Miss Sarah J. Butler, the matron in charge. Miss Butler had been in the service of the Institution for many years, and had faithfully, efficiently, and assiduously performed all duties required. The general good behavior and satisfactory appearance of the boys under her supervision there, was largely the result of her influence and good management.

It is with regret we are obliged to chronicle the death of Mrs. Juliet T. Dillingham, for several years the efficient matron at the Mansion House. Her death occurred suddenly from pneumonia, in February last, while making a visit among friends in New Jersey. Miss Louisa Joyce, who had been previously acting as one of the supervisors for the little boys under Mrs. Dillingham, was selected to fill the position made vacant by her death, a place she continues to fill with credit and satisfaction.

I cannot close my report without acknowledging the valuable aid given me by my predecessor, Dr. William Porter, Mr. Brainerd, Steward, Mrs. Henry, Matron, and Mr. Crittenden, Assistant-Steward, in acquiring a knowledge of the duties upon assuming the responsibilities of my office. The hearty co-operation and steady faithfulness in the discharge of duty upon the part of the subordinate officers and employes generally throughout the Institution, has been to me of valued assistance and justly merits commendation.

To Dr. Isaac L. Peet, Principal, I am much indebted for many wise suggestions given and courtesies shown. Especially to the Rev. Dr. Stoddard and Mr. Wheelock, of the Executive Committee, my thanks are heartily extended for valuable advice and counsel received, as well as to Doctors Frothingham and Herrick, consulting physicians, and to Dr. Baruch for numerous professional courtesies and assistance.

To you, also, gentlemen of the Board of Directors, I make grateful acknowledgment for the cordial support you have given my endeavors to administer the duties required.

The year's work is closed with great hopefulness that the institution, whose management you have so successfully controlled and directed in the past, will continue to prove, by the many advantages education affords, as much a blessing in the future to all those whose personal misfortune it thus aims to alleviate. With the noble objects of this great charity in the foreground of all our work, a beneficent Providence will surely bestow upon us kindly results.

JAMES C. CARSON,

Superintendent and Physician.

NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, Oct. 1, 1883.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING SEPTEMBER 30, 1883.

MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Anhalt, George, Jr.....	New York.....	New York.
Atkinson, William.....	Paterson.....	Passaic, N. J.
Avens, Frank.....	Brooklyn.....	Kings.
Baars, Frederick W.....	Brooklyn.....	Kings.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Banter, Edward.....	Paterson.....	Passaic, N. J.
Barger, Charles.....	Putnam Valley....	Putnam.
Bauer, Michael.....	New York.....	New York.
Baxter, Archibald McC....	New York.....	New York.
Bechard, Alfred.....	Cohoes.....	Albany.
Beck, Herman F.....	Brooklyn.....	Kings.
Becker, John R.....	Easton.....	Washington.
Bentley, Thomas, Jr.....	New York.....	New York.
Berner, George.....	New York.....	New York.
Berray, Seymour A.....	Walton.....	Delaware.
Bettels, Henry.....	New York.....	New York.
Betz, Henry, Jr.....	New York.....	New York.
Beyer, Henry.....	New York.....	New York.
Bingham, Walter L.....	Mebanesville.....	North Carolina.
Black, John M.....	Rahway.....	Union, N. J.
Blake, Charles F.....	Brooklyn.....	Kings.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bowers, Wilber L.....	Brooklyn.....	Kings.
Bradley, James.....	Orange.....	Essex, N. J.
Brauer, Albert.....	Brooklyn.....	Kings.
Brede, Louis.....	Jersey City.....	Hudson, N. J.
Brede, Peter.....	Jersey City.....	Hudson, N. J.

Name.	Town.	County.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn.....	Kings.
Brockmann, Isaac.....	New York.....	New York.
Brown, Daniel H.....	New York.....	New York.
Buermann, Henry.....	New York.....	New York.
Burkhardt, Julius.....	Brooklyn.....	Kings.
Burland, Nicholas.....	Hurley.....	Ulster.
Butterly, Peter, Jr....	New York.....	New York.
Caldicott, Frederick S....	Newark.....	Essex, N. J.
Calwell, William.....	Albany.....	Albany.
Capelli, Anthony.....	New York.....	New York.
Carlman, Thure E.....	Albany.....	Albany.
Caton, James H.. ..	Lloyd.....	Ulster.
Chase, Melvin B.....	Warrensburg.....	Warren.
Chinery, John F.....	New York.....	New York.
Clinton, Richard T.....	New York.....	New York.
Cohen, Henry.....	New York.....	New York.
Connors, John, Jr.....	Watervliet.....	Albany.
Coombs, William.....	New York.....	New York.
Cory Charles.....	Saratoga Springs...	Saratoga.
Costuma, David.....	New York.....	New York.
Cotter, William, Jr.....	New York.....	New York.
Coulter, Arthur W.....	New York.....	New York.
Crorken, Francis.....	New York.....	New York.
Cullen, John.....	Brooklyn.....	Kings.
Cunningham, Dennis.....	Hudson.....	Columbia.
Dackermann, Philip.. ..	Brooklyn.....	Kings.
Davis, Henry A.....	New York... ..	New York.
Dennison, Benjamin C.	New York.....	New York.
Donohue, William, Jr....	Binghamton.....	Broome.
Drum, Jeremiah.....	Troy.....	Rensselaer.
Dunn, Ulysses G.....	Paris.....	Oneida.
Durian, William.....	New York.....	New York.
Ecka, Frank.....	Brooklyn.....	Kings.
Edwards, Sidney.....	Youngsville.....	Sullivan.
Edwards, William S.....	Whitehall.....	Washington.
Ekarth, Frederick.....	New York.....	New York.
Elfein, John A.....	Roxbury.....	Delaware.
Engle, Paul.....	Berne.....	Albany.
Enz, William.....	New York.....	New York.
Erdmann, Gustave.....	New York.....	New York.
Falte, August.....	New York.....	New York.
Farrel, John.....	New York.....	New York.

Name.	Town.	County.
Fatier, Peter.....	New York.....	New York.
Felton, Fred, Jr.....	Sheridan	Chautauqua.
Fenton, George E.....	Pitcher.....	Chenango.
Fisher, George T.....	Dunkirk	Chautauqua.
Flanagan, Wm. H., Jr....	Newburg	Orange.
Fogerty, Peter J.....	New York.....	New York.
Fogle, Peter.....	Albany.....	Albany.
Fosmire, William H.....	Troy.....	Rensselaer.
Fried, Maxyea.....	New York.....	New York.
Friday, Benjamin.....	Albany.....	Albany.
Friess, George.....	New York.....	New York.
Fritz, John.....	Brooklyn	Kings.
Gallagher, Bernard.....	New York.....	New York.
Garson, Eli, Jr.....	Black Brook.....	Clinton.
Garrison, John H.....	Troy.....	Rensselaer.
Gately, Patrick J.....	New York.....	New York.
Gehring, Louis... ..	Brooklyn	Kings.
Gilmore, William.....	New York.....	New York.
Glass, John.....	New York.....	New York.
Gleason, George.....	New York.....	New York.
Glosque, Joseph, Jr.....	Yonkers.....	Westchester.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Goor, John.....	New York.....	New York.
Goreth, Joseph.....	Walkill	Orange.
Gorman, Michael.....	New Monmouth....	Monmouth, N. J.
Grant, Robert H.....	New York.....	New York.
Gundersdorff, Edward....	Hoboken.....	Hudson, N. J.
Gurnee, William.....	Walkill.....	New York.
Hackett, William H.....	New York.....	New York.
Hadden, Benjamin F.....	Brooklyn	Kings.
Haight, Tilson W.....	New York.....	New York.
Hall, George W.....	New York.....	New York.
Hamm, Henry.....	New York.....	New York.
Hanneman, Abraham.....	New York.....	New York.
Hanneman, Herman	New York.....	New York.
Hanson, William.....	New York.....	New York.
Harris, William I.....	New York.....	New York.
Harth, Robert.....	New York.....	New York.
Hartigan, George.....	New York.....	New York.
Held, Henry.....	Albany.....	Albany.
Henriques, Herbert H.....	Brooklyn.. ..	Kings.
Henry, Robert J.....	York.....	Livingston.

Name.	Town.	County.
Herrmann, Lewis.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Hopper, Thomas N.....	Newark.....	Essex, N. J.
Houck, Frank M.....	Arkwright.....	Chautauqua.
Howard, Edward.....	Baileytown.....	Salem, N. J.
Hunt, John S.....	Blooming Grove....	Orange.
Ingebrand, John, Jr.....	New York.....	New York.
Innis, William.....	New York.....	New York.
Isaacs, Benjamin.....	New York.....	New York.
Jacobs, Jacob.....	Brooklyn.....	Kings.
Jamieson, Thomas, Jr.....	Flatbush.....	Kings.
Jastram, Charles.....	New York.....	New York.
Jaynes, John W.....	New York.....	New York.
Johnson, Philip.....	North Greenbush....	Rensselaer.
Joseph, Harry.....	New York.....	New York.
Jourdan, Frank.....	New York.....	New York.
Kansridle, John, Jr.....	New York.....	New York.
Keegan, Teddy.....	Brooklyn.....	Kings.
Kees, Paul.....	Newark.....	Essex, N. J.
Keiserwetter, Charles.....	New York.....	New York.
Kennedy, Henry J.....	New York.....	New York.
Kerr, Robert S.....	Rahway.....	Union, N. J.
Kickens, John.....	Hoboken.....	Hudson, N. J.
Kinley, Charles J.....	Yorktown.....	Westchester.
Kinney, Peter.....	Newark.....	Essex, N. J.
Kistler, Jacob A.....	New York.....	New York.
Knox, Frederick.....	Brooklyn.....	Kings.
Koenig, Carl.....	New York.....	New York.
Koffer, John.....	New York.....	New York.
Kohler, Max.....	New York.....	New York.
Kreicheldorf, William.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Lancaster, Lucas C.....	Cornwall.....	Orange.
Lange, Charles.....	Brooklyn.....	Kings.
Lloyd, John, Jr.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.
Loos, George W.....	Claverack.....	Columbia.
Lorcer, Theodore.....	New York.....	New York.
Lounsbury, Theodore J....	New York.....	New York.
Loyd, James B.....	Westfield.....	Chautauqua.
Lying, Edwin.....	New Brunswick....	Middlesex, N. J.

Name.	Town.	County.
Lyons, John W.....	Brooklyn.....	Kings.
Maloney, John.....	New York.....	New York.
Marr, Thomas S.....	Nashville.....	Tennessee.
Matthews, Eugene.....	New York.....	New York.
Matthews, Peter E.....	Port Oram.....	Morris, N. J.
Maynard, Robert E.....	New York.....	New York.
McCarthy, John.....	New York.....	New York.
McConnell, Gibson.....	Poughkeepsie.....	Dutchess.
McCormick, Charles.....	New York.....	New York.
McDonald, Andrew.....	New York.....	New York.
McEvoy, John J.....	Fishkill	Dutchess.
McKerahan, Edward.....	New York.....	New York.
McMickle, Frank H.....	Wallkill.....	Orange.
McMickle, Morris C.....	Wallkill.....	Orange.
McVea, William.....	New York.....	New York.
Meade, Peter.....	Albany.....	Albany.
Meinken, Frederick W....	New York.....	New York.
Messer, Archibald.....	Albany.....	Albany.
Michael, Alexander.....	New York.....	New York.
Michel, Emil.....	New York.....	New York.
Miller, George W.....	New York.....	New York.
Miller, John C.....	Goldsboro.....	North Carolina.
Miller, Joseph.....	Gilboa.....	Schoharie.
Miller, Max.....	New York.....	New York.
Minotti, Carlo.....	New York.....	New York.
Mitchell, Benjamin.....	New York.....	New York.
Mitchell, Peter, Jr.....	New York.....	New York.
Mooney, John.....	West Farms.....	Westchester.
Moore, John.....	New York.....	New York.
Moore, William, Jr.....	New York.....	New York.
Morisse, George H.....	New York.....	New York.
Morris, William.....	Beekman.....	Dutchess.
Morris, William, Jr.....	Stapleton.....	Richmond.
Muench, Henry.....	Brooklyn.....	Kings.
Mull, Charles F.....	Albany.....	Albany.
Newman, Asburnham C....	Lachine.....	Canada.
Newton, Charles D.....	Owego.....	Tioga.
Noble, Gifford J.....	Clinton.....	Dutchess.
Nutt, Frank.....	Trenton.....	Mercer, N. J.
Oakes, Charles D.....	New York.....	New York.
O'Brien, John.....	New York.....	New York.
O'Connell, John, Jr.....	New York.....	New York.
Odell, Francis.....	New York.....	New York.

<i>Name.</i>	<i>Town.</i>	<i>County.</i>
Odell, George W.....	Rye.....	Westchester.
Ogle, James.....	Newburg.....	Orange.
Ogle, John.....	Newburg.....	Orange.
Ogle, Robert.....	Newburg.....	Orange.
Ogle, William.....	Newburg.....	Orange.
Osborne, Charles F.....	Warwick.....	Orange.
O'Sullivan, Richard, M....	New York.....	New York.
Owitz, Henry.....	New York.....	New York.
Parish, John F.....	Jackson.....	Washington.
Paul, Andrew.....	Brooklyn.....	Kings.
Pechette, Charles.....	Coboesa.....	Albany.
Pearse, Frank T.....	Paterson.....	Passaic, N. J.
Perkins, George.....	Alfred.....	Allegany.
Pidcock, Henry F.....	Lambertville.....	Hunterdon, N. J.
Pitt, William J.....	Haverstraw.....	Rockland.
Plunkett, James.....	New York.....	New York.
Porter, George S.....	Liberty.....	Sullivan.
Powers, James.....	Flushing.....	Queens.
Probst, Herman.....	New York.....	New York.
Quigg, John.....	Kingston.....	Ulster.
Redmond, Harry.....	Yonkers.....	Westchester.
Reid, William.....	New York.....	New York.
Reider, Charles E.....	Washington.....	Warren, N. J.
Reimann, William H.....	Liberty.....	Sullivan.
Reinbold, Louis.....	Wheatfield.....	Niagara.
Reininger, Adolph.....	New York.....	New York.
Reininger, Joseph.....	New York.....	New York.
Roberts, John J.....	New York.....	New York.
Robinson, Stanley.....	New York.....	New York.
Rose, William.....	New York.....	New York.
Rosenecter, Powell.....	New York.....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rudolph, Frederick.....	New York.....	New York.
Russell, Frank E.....	Brooklyn.....	Kings.
Ryckman, William A.....	New York.....	New York.
Salmond, Andrew J.....	Dunkirk.....	Chautauqua.
Sartor, Albert.....	New Lots.....	Kings.
Schanck, Henry.....	Freehold.....	Monmouth, N. J.
Scharlin, Jacob.....	New York.....	New York.
Scheifer, Emil F.....	Montclair.....	Essex, N. J.
Schleich, Martin, Jr.....	Brooklyn.....	Kings.
Schmidt, Charles.....	New York.....	New York.
Schmidt, George.....	New York.....	New York.

Name.	Town.	County.
Schnakenberg, Henry.....	Hoboken.....	Hudson, N. J.
Schneider, Edward.....	New York.....	New York.
Schuermann, Henry B.....	Neuvy.....	Bergen, N. J.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.
Sexton, Richard M.....	Hague.....	Warren.
Shanks, William G.....	Albany.....	Albany.
Sharkey, Philip.....	Albany.....	Albany.
Sherran, Charles.....	Hempstead.....	Queens.
Silliman, Frank D.....	Fulton.....	Schoharie.
Silvermond, Adolph.....	Jersey City.....	Hudson, N. J.
Sinclair, Austin.....	New York.....	New York.
Smith, Burdette.....	Albany.....	Albany.
Smith, Elmer E.....	French Creek.....	Chautauqua.
Smith, Louis G.....	Rensselaerville.....	Albany.
Smith, Nicholas.....	New York.....	New York.
Soldwedel, Louis.....	New York.....	New York.
Sparrow, Charles H.....	New York.....	New York.
Spring, Henry.....	New York.....	New York.
Stauch, John.....	New York.....	New York.
Stephenson, John.....	Wilmington.....	Essex.
Storm, Frederic T.....	Middletown.....	Orange.
Stowell, Charles W.....	Buffalo.....	Erie.
Stratton, James W.....	New York.....	New York.
Strope, Lawrence D.....	Stockport.....	Columbia.
Stryker, Frank A.....	Brooklyn.....	Kings.
Sullivan, Dennis.....	Haverstraw.....	Rockland.
Taplin, John E.....	Brooklyn.....	Kings.
Thomas, Arthur L.....	Catskill.....	Greene.
Thompson, Charles T.....	Brooklyn.....	Kings.
Thompson, James.....	New York.....	New York.
Toohy, Joseph.....	New York.....	New York.
Torsney, John.....	Ninneville.....	Essex.
Totten, Oscar J.....	New York.....	New York.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Tyler, Ira.....	New York.....	New York.
Uprichard, David.....	New York.....	New York.
Valentine, Henry C.....	New York.....	New York.
Vallely, John.....	New York.....	New York.
Vandegrift, George.....	Schoharie.....	Schoharie.
Wagele, Antoine.....	New York.....	New York.

Name.	Town.	County.
Wagele, Joseph.....	Long Island City...	Queens.
Wall, Frank C.....	Washington Valley.	Somerset, N. J.
Wankowski, Frank.....	Ossining	Westchester.
Wanzel, John.....	Brooklyn.....	Kings.
Ward, John B.....	Newark.....	Essex, N. J.
Watkins, William, Jr.....	Albany.....	Albany.
Watson, William W.....	Yonkers.....	Westchester.
Wein, Ignatz.....	New York.....	New York.
Weller, George T.....	Crawford.....	Orange.
Welsh, John	Jersey City Heights.	Hudson, N. J.
Wentz, Heinrich.....	Jersey City.....	Hudson, N. J.
West, Eugene A.....	Linklaen.....	Chenango.
Whalen, Edward.....	New York.....	New York.
Whalen, William.....	Metuchen.....	Middlesex, N. J.
White, Alexander.....	Jersey City.....	Hudson, N. J.
Wicke, Frederick C.....	New York.....	New York.
Williams, James.....	Jersey City... ..	Hudson, N. J.
Winne, Solomon.....	Kingston.....	Ulster.
Woodin, Lister.....	Dover.....	Dutchess.
Wormer, Edmund R.....	Albany.....	Albany.
Wormeth, George W.....	Delaware.....	Sullivan.
Zorn, Herman.....	New York.....	New York.
Zundel, Robert.....	New York.....	New York.

FEMALES.

Ackermann, Josephine B...	Yonkers.....	Westchester.
Adams, Florence.....	Brooklyn.....	Kings.
Aird, Catherine.....	New York.....	New York.
Allen, Carrie M.....	New York.....	New York.
Anderson, Elizabeth M...	Brooklyn.....	Kings.
Anderson, Henrietta.....	New York.....	New York.
Antusch, Amelia.....	Newton.....	Queens.
Ashmead, Amelia S.....	Jamaica.....	Queens.
Atwell, Ida M.....	Denning... ..	Ulster.
Austin, Almeda M.....	Watertown.....	Jefferson.
Austin, Nellie.....	Hudson.....	Columbia.
Averell, Edith.....	Brooklyn.....	Kings.
Babcock, Edith.....	Southampton.....	Suffolk.
Baldwin, Catherine.....	Cambridge.....	Washington.
Barragher, Mary L.....	Hancock.....	Delaware.
Barrett, Aleeta F.....	Bedford.....	Westchester.
Beesmer, Cora J.....	Olive.....	Ulster.

Name.	Town.	County.
Bennett, Mary L.....	West Orange.....	Essex, N. J.
Bergen, Jane E.....	Somerville.....	Somerset, N. J.
Blaurock, Minna R.....	Orange.....	Essex, N. J.
Bogatiska, Margaret.....	New York.....	New York.
Bologne, Josephine	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Bräufuhr, Mary.....	New York.....	New York.
* Briggs, Sarah.....	Neversink.....	Sullivan.
Brown, Mary.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Bryan, Annie C.....	Bound Brook.....	Somerset, N. J.
Bucher, Frederika.....	Newark.....	Essex, N. J.
Buss, Johanna.....	Middletown.....	Richmond.
Butler, Phebe M.....	New York.....	New York.
Caldicott, Ada D.....	Newark.....	Essex, N. J.
Cheek, Mary E.....	New York.....	New York.
Ciesielskie, Julia.....	Jefferson.....	Schoharie.
Conklin, Lorena.....	Cochecton.....	Sullivan.
Coppock, Elizabeth A.....	New York.....	New York.
Craig, Agnes.....	Brooklyn.....	Kings.
Croak Maria.....	Watervliet.....	Albany.
Crolins, Grace.....	New York.....	New York.
Crolins, May C.....	New York.....	New York.
Daven, Sarah A.....	Whippany.....	Morris, N. J.
Davenport, Lillie.....	New York.....	New York.
Davis, Clara E.....	New York.....	New York.
Davis, Rachel.....	Fly Mountain.....	Ulster.
Day, Ida.....	Franklin Furnace..	Sussex, N. J.
Day, Lura.....	Tompkins.....	Delaware.
Decker, Georgie.....	Montgomery.....	Orange.
Denvir, Grace F.....	New York.....	New York.
Derrick, Ellen.....	Long Island City...	Queens.
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.
DeWilleger, Isabella.....	New York.....	New York.
Dillingham, Ella.....	Brooklyn.....	Kings.
Dixon, Carrie.....	Elizabeth.....	Union, N. J.
Donoho, Margaret A.....	New York.....	New York.
Doremus, Mary.....	Paterson.....	Passaic, N. J.
Dyson, Gertrude.....	Creskill.....	Bergen, N. J.
Eaton, Mary.....	Brooklyn.....	Kings.
Ecka, Mina.....	Brooklyn.....	Kings.
Eckel, Ella L.....	Somerset.....	Union, N. J.
Fish, Mabelle S.....	New Castle.....	Westchester.

Name.	Town.	County.
Fisher, Lizzie.....	New York.....	New York.
Fisher, Sarah B.....	Dunkirk.....	Chautauqua.
Flint, Cora B.....	Gainesville.....	Wyoming.
Flint, Minnie.....	Gainesville.....	Wyoming.
Frantz, Ella M.....	Ellenville.....	Ulster.
Freeholder, Eva.....	New York.....	New York.
Fullerton, Annie.....	Raritan.....	Middlesex, N. J.
Gantz, Rachel.....	Brooklyn.....	Kings.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Goreth, Mary F.....	Walkill.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Gundersdorff, Amy.....	Hoboken.....	Hudson, N. J.
Hamilton, Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Hawkins, Frankie C.....	Oswego.....	Oswego.
Haws, Hattie.....	New York.....	New York.
Heller, Sarah A.....	Reigelsville.....	Warren, N. J.
Helst, Mary.....	New York.....	New York.
Hericht, Tillie.....	New York.....	New York.
Hitz, Matilda.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Horle, Matilda.....	New York.....	New York.
Housel, Helen E.....	Newark.....	Essex, N. J.
Housel, Minnie.....	Newark.....	Essex, N. J.
Howard, Annie M.....	Colchester.....	Delaware.
Hunt, Katie.....	Gates.....	Monroe.
Jost, Mena.....	New York.....	New York.
Kaiser, Cornelia.....	New Paltz.....	Ulster.
Keefe, Catherine.....	Rockland.....	Sullivan.
Kelly, Mary A.....	New York.....	New York.
Ketchum, Clara E.....	Greenbush.....	Rensselaer.
Kilroy, Catherine.....	Kingston.....	Ulster.
Kline, Mary.....	New York.....	New York.
Knorr, Elizabeth.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.
Kugler, Annie C.....	Ramapo.....	Rockland.
Lambertson, Helena.....	Madison.....	Middlesex, N. J.
Lamm, Bertha.....	Brooklyn.....	Kings.
Landt, Lina.....	New York.....	New York.
Lang, Josephine.....	New York.....	New York.

Name.	Town.	County.
Levy, Jane	New Lots.....	Kings.
Lewis, Mary A.....	Albany	Albany.
Logue, Catherine.....	Yonkers	Westchester.
Long, Mary	New York.....	New York.
Long, Nellie	New York.....	New York.
Lovell, Antoinette V.....	Brooklyn	Kings.
Lungwitz, Lina.....	Brooklyn.....	Kings.
Marks, Anna.....	Middletown.....	Richmond.
Marks, Mary	New York.....	New York.
Marks, Rachel.....	Middletown.....	Richmond.
Marks, Sarah.....	New York.....	New York.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.
McClurg, Edna J.....	Richmond.....	Ontario.
McMickle, Malvina.....	Wallkill	Orange.
McMillan, Elizabeth C.....	New York.....	New York.
McShane, Mary A.....	New York.....	New York.
Messler, Carrie.....	Morristown	Morris, N. J.
Miller, Emma M.....	Newtown.....	Queens.
Mills, Grace.....	Newark.....	Essex, N. J.
Moon Cora.....	Whitehall.....	Washington.
Morehouse, Mattie E	Newark.....	Essex, N. J.
Morrison, Jane.....	Jersey City Heights.	Hudson, N. J.
Munson, Lizzie.....	Passaic.....	Passaic, N. J.
Nathan, Rachel.....	New York.....	New York.
Nicholson, Mary.....	New York.....	New York.
O'Keefe, Margaret.....	New York.....	New York.
Penrose, Mary G.....	Paterson.....	Passaic, N. J.
Peterson, Bertha.....	New York.....	New York.
Pfeffer, Mary C	New York.....	New York.
Pfister, Pia.....	New York.....	New York.
Porter, Sarah A.....	New York.....	New York.
Price, Honora	Port Richmond	Richmond.
Price, Mary E.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Rader, Cora M.....	Hope.....	Warren, N. J.
Rapp, Mary E.....	Albany.....	Albany.
Ray, Martha J.....	New York.....	New York.
Reese, Sophia.....	Constantia	Oswego.
Regan, Helen.....	New York.....	New York.
Richter, Jane.....	New York.....	New York.
Rinneberg, Annie.....	Brooklyn.....	Kings.
Rogers, Eugenia.....	New York.....	New York.

Name.	Town.	County.
Rooney, Agnes M.....	New York.....	New York.
Rosenburg, Annie.....	New York.....	New York.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catherine.....	New York.....	New York.
Schoonmaker, Amanda....	Rochester.....	Ulster.
Schroeder, Elizabeth.....	Newark.....	Essex, N. J.
Seeley, Margaret.....	Port Monmouth....	Monmouth, N. J.
Shiek, Catherine.....	Brooklyn.....	Kings.
Siegler, Sarah C.....	Jersey City Heights.	Hudson, N. J.
Sitterly, Winifred.....	Guilderland.....	Albany.
Smith, Elnora.....	New York.....	New York.
Solomon, Esther.....	New York.....	New York.
Sprague, Carrie E.....	Rockland.....	Sullivan.
Springsteen, Mary E.....	New York.....	New York.
Starbuck, Anna L.....	Malta.....	Saratoga.
Stebbins, Sarah A.....	Wellsville.....	Allegany.
Stockner, Alice.....	New York.....	New York.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.
* Thurston, Emma E.....	New York.....	New York.
Tiedemann, Margaret.....	New York.....	New York.
Tyrell, Geneva.....	Brooklyn.....	Kings.
Vanness, Ada.....	Newark.....	Essex, N. J.
Van Varick, Isabella S....	New York.....	New York.
Vogel, Bertha.....	New York.....	New York.
Waidler, Ann L.....	L'I. City.....	Queens.
Weidmann, Lizzie.....	New York.....	New York.
Wells, Emily.....	Harrisburg.....	Lewis.
Weyant, Mary A.....	Stony Point.....	Rockland.
Wolcott, Adelia L.....	Caton.....	Steuben.
Wortendyke, Martha.....	Jersey City Heights.	Hudson, N. J.
Zwink, Emily.....	New York.....	New York.

* Deceased.

Report of the Principal.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN :—During the academic year which closed on the 31st of August, there were under instruction, in the Institution, 293 male pupils and 171 female pupils, a total of 464. To these must be added 24 new admissions and re-admissions during the month of September, 1883, which, as there were no departures in the corresponding month of 1882, gives a grand total for the fiscal year of 488 pupils.

The average attendance during the same period was 440. These were taught in twenty-eight classes, formed for instruction in the English language and in different branches of knowledge, by sixteen teachers, making an average of fifteen and five-sevenths to the class, and twenty-seven and one-half to the teacher, though, as a matter of fact, the entire number for which provision had to be made gave thirty and one-half to each teacher. Of these, 276 pupils received instruction in drawing and painting.

Instruction in articulation and lip-reading was given to 100 of the pupils by two lady teachers, who devoted their entire time to these branches, to 40 by another, who divided her time equally between giving this extra instruction and regular work in the class-room, and to 49 by the Professor of Articulation, gratuitously assisted by two aspirants, who, perfected in this branch by him, in a knowledge of the sign-language by another instructor, and in the theory of instruction by the Principal, have since obtained remunerative situations, in which they are practicing our methods, and greatly benefiting the deaf. Forty other pupils were taught articulation one hour a day by four hearing teachers, who had also regular classes, making a total of 230.

The method pursued with these pupils, as well as the more satisfactory practice inaugurated for the coming year, will be described more fully at a later stage of this report. The amount of the salaries paid to these teachers, part of whom spend eight hours a day in the school-room, and to the Principal, who spends his whole time in devising ways and means for developing the minds entrusted to him, and in visiting

the classes, stimulating the pupils, encouraging the teachers, and illustrating his methods, is \$24,268.98, an average for the year of \$55.15 per pupil. This would have been \$57.12, however, had not Professor Jenkins retired from the instruction of the High Class on the 1st of May, to take charge of the Institution lately established by the State of New Jersey.

On the 7th of July, after the annual examination of the classes had been completed, and the summer vacation had commenced, I set sail in the Steamship Nevada, as a delegate from the Board of Directors to the third International Congress of teachers and others interested in the amelioration of the condition of the deaf and dumb.

My party consisted of Mrs. Peet and of Messrs. Gamage and Hodgson. Mr. Gamage is himself a deaf-mute, and a graduate of this Institution, where he has rendered continued service as a teacher for a period of thirty-nine years. He was in my company during the whole of my absence abroad. Mr. Hodgson, who is also deaf, has for several years been teacher of printing in the Institution and is editor of the *Deaf-Mutes' Journal*. He left us early in August on his return to this country, where he arrived in time to attend a large and imposing National Convention of the educated deaf-mutes of America, held in the City of New York, of which body he was chosen president.

Reaching Liverpool on the 17th of July, we repaired at once to London, where, in the course of our stay, we attended a service at the Church of St. Saviour, which, under the talented pastor, Rev. Mr. Rhind, holds the same relation to the adult deaf-mutes of London that St. Ann's Church does to those of New York, a convention of representatives of many societies of deaf-mutes scattered through the United Kingdom, and a banquet given to its members. I also visited one of the schools supported by the London School Board under the general Superintendency of Rev. Wm. Stainer, the day school of Mr. William Van Praagh, 11 Fitzroy Square, and the training college at Ealing, under Mr. A. A. Kinzey, designed to furnish teachers, who shall practice the "German Method," where, also, five little boys and six little girls receive instruction. We had also the pleasure of seeing Dr. Buxton, Secretary of the Society which is seeking, through this Institution and in other ways, to educate public sentiment on this subject, Mr. B. St. John Ackers, its philanthropic President, who is signalizing himself by the devoted interest he takes in the education of those whose ears are closed to all earthly sounds, and Miss Susanna E. Hull, so favorably known heretofore as a practical exponent of the system, and who will hereafter be associated directly with Mr. Kinzey in his work. The courtesy and kindness received from these eminent friends of the deaf will linger long in my memory. It was a source of great pleasure to meet, in London, the Rev. Dr. Thomas Gallandet

of St. Ann's Church, and to be in his company on the occasion of some of the visits I have mentioned.

All the schools just named practice the pure oral method of instruction, discarding both signs and the manual alphabet. The other schools in Great Britain practice the manual method. Many of these, including the grand old Institution in Kent Road and Margate, under Mr. Richard Elliott, I had visited in 1851 and 1880.

We left London on the 31st of July at seven o'clock in the morning, by the tidal train, which enabled us to cross the Channel from Folkestone to Boulogne, and to reach Paris at 3:42 in the afternoon.

Here we were treated with much attention by Prof. Leon Vaïsse, the Emeritus Director, or Principal, of the National Institution, where he for so many years distinguished himself by his skill as an instructor and by his eminent erudition, by Dr. Peyron, the present Director, and by Monsieur Ernest La Rochelle of the National Library, which we visited, by his invitation and in his company, lost in wonder at the stupendous aggregation, convenient arrangement and extraordinary accessibility of books counted by millions, written in all languages and treating of all subjects.

Professor Vaïsse was at one time a contemporary of my lamented father in the New York Institution, entering upon his duties here when the latter became its principal. He came to America at the instance of the distinguished Dr. Milnor, then President of the Board of Directors, and returned to France some years later, from a sense of duty to the Institution there. His services, in both countries, have given him an international reputation.

Though it was vacation, I visited the Institution several times, saw the exercises of a number of pupils who were obliged to remain over, inspected the buildings, loitered in the garden, communed with the director, and gazed with veneration upon the grand old elm which was one hundred and fifty years old when De l'Epee, whose monument, the work of a deaf-mute sculptor, stands near it, taught his first pupils and inaugurated the work of deaf-mute instruction in France. Dr. Peyron has fully committed himself to the pure oral system. The pupils who entered three years, two years and one year ago, have been separated from the others, and this process will continue till the sign language, which De l'Epee recognized and adopted, Sicard improved, and Clerc introduced into America, has disappeared from the institution in which it received its earliest systematic development.

We reached Brussels at daybreak on the 12th of August, and on Monday, the 13th, enrolled ourselves as members of the Congress that met that day, and had daily sessions, except on the festival of Wednesday, till it was dissolved on Saturday evening. I was in time to meet with the Committee of organization of which I had been appoint-

ed a member at the Congress of Milan, and was afterwards so far recognized as to be selected to divide, with Mr. Gardiner G. Hubbard, of Washington, the honors of the Vice-Presidency which represented the English speaking members, other vice-presidents representing the French, the German, the Italian and the Spanish languages.

Monseigneur de Haerne, a member of the National legislature, and an experienced instructor of the deaf, the founder and the Patron of the oldest deaf-mute school in Brussels, the only school whose method continues to combine the use of signs and of articulation, was chosen President. There were present the gentlemen whose names I have already mentioned in connection with the schools in England, besides Elliott, of the Kent Road and Margate Institution ; Arnold, of Northampton, accompanied by his distinguished pupil, Albert Farrar ; Melville, of Wales ; Schönthal, of Notting Hill ; Mrs. Ackers, who is almost as prominent for interest in the cause as her distinguished husband ; Miss Hull ; Dr. Stoddard and Dr. Gallaudet, of the Board of Directors of the New York Institution ; Miss Yale, of the Clarke Institution, with other English and American friends or teachers of the deaf ; Claveau, Vaïsse, Peyron, La Rochelle, Magnat and Houdin, of Paris ; the dignified Bourse, of Soissons ; the magnetic Hugentobler, of Lyons ; the philosophic Treibel, of Berlin ; the venerable Hirsch, of Rotterdam ; the conscientious and clear sighted Tarra, of Milan ; Cyril, of Brussels, Secretary of the Congress ; and a host of other men, prominent in their connection with the education of the deaf, or official representatives of governments favoring it. The palace of the Academies was placed at the disposal of the delegates, and the grand Hall of the building was the scene of their deliberations. The King of Belgium attended the afternoon session of Tuesday, and manifested much interest in the proceedings, and the Burgomaster of Brussels entertained them at a reception on Saturday.

The questions discussed were :—

1st. The need of organizing normal courses, or a normal school in connection with a school for practice as a means of training teachers for deaf-mutes ; concerning which the sentiments expressed were so various as not to formulate themselves into a resolution, though the general view seemed to be that each institution should, in some way, train its own teachers.

2d. The highest number of pupils which a professor can instruct in one class by the pure oral method, and when and how far monitorial instruction could be used ; the decision fixing the limit at 10, and discountenancing entirely the employment of monitors.

3d. Whether deaf-mutes should be entrusted to the same teacher during the whole course of their education, whether they should have several teachers of different branches teaching in rotation, or change

their masters as they ascend to different grades ; concerning which there was a variety of opinion corresponding to the difference of practice in the different institutions.

4th. Where and when the industrial education of a deaf-mute can be conducted with the greatest degree of success—at the institution during the course of intellectual development, or in private industrial establishments after leaving school ; the general answer to this being that it should be reserved till the latter portion of the school course, when it should be conducted either in or out of the institution, as convenience might dictate.

5th. Concerning the utility of creating work shops and agricultural asylums for the benefit of the adult deaf and dumb ; a question which gave rise to much discussion, but was settled by a compromise, indicating that societies should be formed for providing them with employment and assistance when needed.

6th. As to the wisdom of establishing and organizing committees of patronage (*Anglice*—to procure pecuniary and other aid) in behalf of each school for deaf-mutes, a question which received an affirmative answer.

The year for the next Congress was fixed at 1887, and the place at Frankfort, details being confided to a central committee, which was elected just before the adjournment.

At intervals in the sessions, opportunity was given for visiting the school of Woluwe St. Lambert, near Brussels, for boys, conducted on the oral system, with ninety-nine pupils, the schools of Ghent, one for boys (oral), numbering fifty, and the other for girls (combined), numbering fifty-four, the boys and girls school at Bruges, numbering one hundred and thirty-seven, conducted on the combined system, and the oral school for boys at Antwerp, numbering forty-six. On Wednesday evening, there was a delightful entertainment given at the Royal Institution for girls in Brussels, of which Monseigneur de Haerne is the President. A portion of the pupils are deaf, and a portion are blind, and one of them is both deaf and blind. All the deaf are taught by signs, and some of them are taught to speak. There were nine tableaux, and a beautiful little drama in which both signs and articulation were introduced. Between the acts, the blind girls gave both concerted and solo vocal music, and performed, with precision and effect, some fine classical selections on the piano.

The blind deaf girl had acquired speech before she was deprived of hearing, but lost this speech, it was stated, from disuse, and recovered it after she had been admitted to the school. Whatever the miracle implied in this, it is certain she gave utterance in a distinct voice to the following interesting and touching address, which I have translated from her French :

"MONSEIGNEUR THE PRESIDENT,

"VERY REVEREND FATHER, SUPERIOR GENERAL :

"LADIES AND GENTLEMEN :—

"Your presence here is to us an honor, a pleasure, an encouragement. It deserves our gratitude.

"You, Monseigneur the president, though charged with occupations so noble and important, devote a great portion of your precious existence to ameliorating the sad condition of the deaf-mutes.

"You, ladies and gentlemen, benefactresses and benefactors, unknown to us by name, have left, for the same object and purpose, your country, your families, the community in which you dwell. Oh ! thanks.

"The deaf-mute girls of the Royal Institution of Brussels, testify to you especial gratitude. You are kindly attending one of their recreations ; that is to say, even their little pleasures interest you.

"We shall preserve a long time, Monseigneur, Reverend Father, ladies and gentlemen, the memory of this evening, and always with the feeling of gratitude which invokes upon benefactors the benedictions of heaven."

At the close of the exercises, it was proposed to me to make some remarks to the deaf-mutes present. "How shall I do it," I asked of Monseigneur de Haerne, "in spoken French, or in signs ?" "In signs, of course," said he, and I did it, much to their apparent satisfaction, not in the language of their country or of my own, but in a language which was common both to them and to me, a language which takes no account of words, but is a true interpreter of thought.

The schools all interested me. Nothing is more fascinating than the bright faces, the earnest responses, the eager attention of deaf children, when they are interested by loving teachers or are stimulated by sympathizing guests.

The buildings were all well arranged, well ventilated, thoroughly enclosed and exceedingly neat, strikingly different from what they were when I made my first visit to Europe thirty-two years ago, and the discipline, as might be expected in establishments of children limited in number, youthful in age, in small classes, with a separate teacher to to every class, and confined, by physical barriers, within limits easily supervised, was absolutely without fault. In these respects, our American Institutions present to some minds a contrast to those abroad, and it is a question whether, in our country, too little restriction may not sometimes be placed upon the movements of children and youth, who, by reason of their misfortune, are late in arriving at that intellectual and moral development in which they can be absolutely trusted beyond the oversight of teacher or parent.

In the intellectual development, however, of the pupils in schools using articulation and lip-reading as the only instruments of expression and reception, as against the clearer, more certain and more rapid movements of the fingers in the manual alphabet, and the absolute interpretation of the signification of words by means of signs philosophic-

ally devised and correctly made, it may well be questioned whether our system has not every advantage without any drawbacks.

After the adjournment of the Congress, our plan of travel, which gave us the great pleasure of Rev. Dr. Stoddard's Company for upwards of a week, enabled us to spend two days in Berlin. Here we found what I consider the model deaf-mute school of Germany. It was limited to a hundred pupils. Many of them were day scholars, but those who lived too far away, were lodged and boarded close by, in a building which a good steward and kind and competent women made comfortable for them. The domestic department was conducted with simplicity and freedom from expense, but the school building was a model in its way, with its class-rooms, its hall of art, its gymnasium and its chapel. Every hour of every day had its allotted work for each class. Every separate study was taught by a separate teacher. The instructors were all educated men, who had been trained as aspirants in this specialty, for two years before they were permitted to teach. The classes never numbered more than ten pupils, and often did not exceed five. They were kept steadily going for six hours every day. The work was thorough, systematic, efficient. Dr. Treibel presided over it, and it was a success, and yet, although I envy him his great proportion of teachers to pupils and the willingness of his government to provide them for him, I am not willing to exchange my system for his.

Leaving Liverpool, on the evening of the 1st of September, by the staunch ship *Abyssinia*, we arrived at the Institution on the morning of the 12th, and found that the school had been six days in session, the term having opened on the 7th, with Prof. Currier in most satisfactory charge.

My first effort was to make a classification which should accomplish three things :—

1st. The separation of the sexes, so that no girl should be in a class with a boy, and every girl should be under a teacher of her own sex. This feature of the continental schools of Europe, I like very much. With hearing children, especially in cities, we are accustomed to have separate departments for males and females, and yet there is scarcely an institution for the deaf, where there are not both boys and girls in the same class. In my opinion, if this mingling of the sexes is practised at all, it would be far better for the hearing than for the deaf. The latter are such children of Nature, that they are apt to act out all their feelings. If a boy admires a girl, he will show it, and if she fails to reciprocate, he will resent it. If the feeling is mutual, conversation is constant, and discipline, order and absolute attention, while they can always be secured by the watchful teacher, are maintained by the expenditure of a nervous energy, which had better be bestowed upon

intellectual development. There are reasons, moreover, founded upon nature, why our female pupils, who are so isolated from the ordinary influences of society, and for whom the special teachings prompted by a mother's love are deferred till they have become able, through education, to communicate freely with her, should have the benefit of the guidance of devoted and conscientious teachers of their own sex. I have, for many years, been approximating this ideal. This year, for the first time, it has been made complete.

2d. The release of two additional instructors from the ordinary work of teaching language by means of the manual alphabet and signs, so that they might devote their whole time to the teaching of articulation and lip-reading.

3d. Such a grading of the pupils as should make their ability to go on together nearly perfect, without reference to the number to be brought together in one class, some classes being thus made smaller and others larger.

The result has even exceeded my expectations, and I offer it to you, as something that I should be glad to have maintained without any such reduction in the number of teachers, as mere economy exercised without reference to results, might demand.

The next special labor required at my hands, was the preparation of a paper I had been invited to read before the Tenth Annual Conference of Charities and Corrections to be held at Louisville, Kentucky, during the six days commencing Monday, the twenty-fourth of September, and ending Saturday, the twenty-ninth. My object was to give a general view of the methods and results of the education of the deaf in this country, with a view to interesting a large and influential class of men, acting in an official capacity, in a work which calls largely upon the aid of philanthropy, and which, but for philanthropy, would never have been carried out. Unconsciously, the continental practice of Europe and the practice of America came up for comparison in my mind, and dictated my arguments. It will be published in the proceedings of the Conference, and also in the January number of the *American Annals of the Deaf and Dumb*.

The main object of instruction in this Institution is the English language, of which, as written or spoken, all those who come to us as congenital deaf-mutes, or as having lost their hearing in early infancy, are profoundly ignorant. The system of giving them this all-important instrument of thought and expression, is known as the combined system, that is to say, it combines every method which experience has shown to be of value to the deaf, including the inductive method, the intuitive method, the natural method, and the grammatical method. It makes great use of visible illustration in the form of objects, of pictures, of natural pantomime or ideographic signs, and of distinctive

and significant signs for individual words. Its instruments are the various forms of the alphabet, the printed, the written, the manual and the phonic ; for, under all these forms, does the eye of the deaf learn to recognize the words which compose the English language. The correspondence between the written and printed alphabets is best interpreted by means of the manual alphabet. For instance, the names of a dozen objects embracing all the letters of the alphabet having been written upon the blackboard, the pupil is, by a process of repetition, taught to touch each object as its name is pointed to. He is then taught to analyze the given words by making a manual sign for each letter, and it is not long before he can spell with his fingers the name of every one of the objects shown him. He is next taught to write these words, and, in order that he may form his letters correctly from the first, he is furnished with a copy book, ruled at intervals, with six lines and five spaces, in the middle one of which is the body of the letter, and in those above or below, its extension. He is then required, by the manual alphabet, and also by writing, to touch a given object, the teacher first spelling, and then writing the words, "Touch the box," and the pupil performing the direction. When, afterwards, the teacher spells or writes, "What did you do?" the pupil replies, "I touched the box." In this way, are taught the pronouns, the adjectives, and the prepositions, in connection with the past tense of the indicative. As each element of language is introduced, over each part of speech, as written, is placed a symbol indicating its grammatical function.

The several other tenses of the verb are all taught by means of questions and answers. For instance, in teaching the general present tense as distinguished from the present actual, the pupil is asked, "What do you do every day?" "What are you doing now?" "What do you eat every day?" "What are you eating now?" etc.

In the exercises thus far described, it will be seen that the inductive, intuitive, and the grammatical methods have all been combined. Afterward, as the pupil is introduced to the printed page, the manual alphabet, which he knows so well, is made the means of making him understand the value of each letter as it appears, so that he soon is able to spell with his fingers every word as he sees it, and also to transfer it to script.

The teacher now begins to dictate sentences by means of the manual alphabet, and to require the pupils, in concert, to make a responsive sign for each word, as he spells it with his fingers, correcting mistakes as he goes on. This done, he requires one or more of the pupils to express the idea by pantomime, the truest test of their comprehension, and it is a remarkable fact, that if the pupils have been able to give a sign for each word, and especially if the meaning of the key word has impressed itself upon their minds, they scarcely ever

make a mistake in the ideographic representation of a plain sentence. It often happens, however, that the sign response to individual words, fails to give an idea of the meaning of the whole, because words are so often combined in idiomatic phrases that individual words amount to nothing. The failure of the pupil, therefore, to express the sentence correctly in pantomime, gives the teacher the opportunity of impressing the idiom upon his mind. Here the natural method finds its best illustration in contradistinction with the intuitive. After the idea of the word and of its analysis by the manual alphabet and by writing has become fixed in the mind of the pupil, it is advisable to initiate him, by degrees, into the mystery of the phonic alphabet.

In our practice for the last few years, we have been accustomed to teach articulation and lip-reading by means of syllables in connection with the consonants. This has been done only with selected pupils. During the past year, however, with the same pupils, the experiment has been tried of making them recognize the twenty-seven consonant and nineteen vowel sounds—not names—which enter into the composition of English words, when uttered singly, by simply looking at the mouth of the speaker, and of uttering the same according to absolutely fixed rules.

The result has been that, in every instance where this alphabet was mastered, the pupil could read the lips without guess work, and could speak every word phonetically given to him. This principle established, it was determined to apply it to every pupil in the Institution, and, consequently, since the re-classification of the pupils in September last, none have been exempt, except two, who, profoundly blind, as well as profoundly deaf, can not, by the touch alone, recognize spoken words.

The acquisition of this alphabet is a matter of time, and of considerable time, and, in many cases, complicated by intellectual or visual dullness, will be but partial, and, of course, ineffectual, but once attained, the deaf-mute can both speak, and, to all intents and purposes, hear.

The articulation schools of Europe have adopted, not the phonic alphabet, but the word method, teaching, with infinite pains, each individual word, as an entity of itself, and, of course, discarding, as they do, both signs and the manual alphabet, they sacrifice to their idea of the paramount importance of speech all knowledge of language beyond that of simple and correct forms of phraseology, restricted within very narrow limits, and available only for the commonest purposes of life. Of course, these remarks are not applicable to those deaf or partially deaf persons that are found in every institution, who have either acquired a considerable knowledge of language through the ear before they became deaf, or, by the education of the ear have been enabled to

recognize sounds, which, without special instruction, would have escaped them entirely.

The education of our pupils, beyond the acquisition of the English language, embraces in our High Class, for which the Superintendent of Public Instruction is empowered to select, on the recommendation of the Board of Directors, for an additional period of three years, twelve every year, from those who have completed the ordinary course of eight years, Grammar, Rhetoric and Logic, Natural Philosophy, Astronomy and Chemistry, Vegetable and Animal Physiology, Mental and Moral Science, Arithmetic, Algebra, Geometry and Surveying, and in lower classes, the General History of the World, the History of England, the History of the United States, Geography, Arithmetic, both Mental and written, Book-keeping, and Penmanship. Beyond this, we have daily half-hour lectures, in which the propositions are given in writing and the illustrations are given in ideographic signs, on the following subjects, Animal and Vegetable Physiology, Universal History, Chemistry and Physics, Government, Military Tactics, Geography and Biography.

The result of all this labor may be confidently regarded as marking an important era in the instruction of deaf-mutes, an era in which their disabilities are overcome by the application of a philosophy which does not contravene Nature, but acts in harmony with her, and which does not seek to startle by paradox, but accomplishes its ends unobtrusively and yet surely.

All of which is respectfully submitted.

ISAAC LEWIS PEET,

Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, *Nov. 5, 1883.*

Report on the Annual Examination.

JUNE, 1883.

SUBMITTED BY REV. CHARLES A. STODDARD, D.D.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN :—The Committee appointed to conduct the examination of the pupils in the Institution under your charge, at the close of the Academic year, ending June 27th, 1883, beg leave to present the following report.

The Committee, in accordance with a standing resolution of the Board of Directors, invited the following named gentlemen and ladies to assist them, in order that, by a division of labor, the examination might be completed in the time allotted to it, and also be made more thorough than would otherwise be possible. Rev. Messrs. Falkner, Harris, Amerman, Choate and De Camp, Messrs. R. S. Crane, J. R. Folsom and John Carlin, Mrs. De Camp, Mrs. Harris, Mrs. Carrier, Mrs. Crane, and Miss V. Crane.

To them the Committee tender their thanks for the kind and ready acceptance of their invitation, and also for the interest with which they devoted themselves to the performance of the arduous duties assigned them.

The examination took place this year on the twentieth, twenty-first, twenty-second and twenty-fifth days of June.

Of the Committee and the gentlemen invited by them to assist in the examination, there were present on the first day, Wednesday, June 20th, at the Primary Department in Tarrytown, Rev. C. A. Stoddard, D.D., Rev. Washington Choate, Mr. William M. Halsted, and the Principal of the Institution.

On the second day, Thursday June 21st, at the Institution proper, there were present, Mr. Avery T. Brown, Rev. Bishop Falkner, Rev. Howard Harris, Rev. J. Amerman, Mr. J. R. Folsom, Mr. John Car-

lin, Mrs. Howard Harris, Mrs. R. S. Crane, Mrs. E. H. Currier and Miss Violet Crane.

On the third day, Friday, June 22d, at the Institution proper and at the Mansion House, there were present, Rev. Allan De Camp, Mr. R. S. Crane, Mr. J. R. Folsom and Mrs. Allan De Camp.

On Monday, June 25th, there was present to examine the Department in Art, Mr. John Carlin, a deaf-mute gentleman residing in the city, whose skill as an artist, and whose knowledge and experience in the use of the sign-language make him an especially able examiner.

The examination of the High Class was conducted by the Rev. Bishop Falkner, whose report is given below.

The schedule of the classes, on the following page, gives in tabular form, the number of pupils under instruction during the year, the number present at the examination, their standing in respect to the number of years they have been under instruction, their special and general classification, and the names of the teachers with their assignment. This schedule was prepared by the Principal for the information and guidance of the Committee, and presents clearly and concisely much valuable information, which, if given in any other form, would be less satisfactory and possibly perplexing.

From this schedule, it will be perceived that there are eight classes of girls under teachers of their own sex, nine classes of boys under male teachers, and four mixed classes. In the Juvenile Department, composed of ninety-six little boys, part of whom are at Tarrytown and part at the Mansion House on the grounds of the Institution, there are two gentlemen teachers and one lady teacher, besides two ladies who devote their whole time to teaching these pupils articulation and lip-reading. The blind deaf-mutes—two boys and one girl—besides three boys who have such imperfect vision that they cannot be taught in the ordinary classes, present a very interesting problem in education, and for the time they have been under instruction have accomplished more than could have been expected, even with such a marvel as Laura Bridgman as a standard of comparison.

In two of the classes, speech is made the instrument of instruction, being perceived in the Articulation Class by the eye, in watching the motions of the face and mouth, and in the oral class by the ear, which, in the case of the two pupils composing it, is being developed through instruction, the difficulty being a certain degree of dullness of the organ, which can be removed by training. The large number of pupils who are taught to draw, is a specially gratifying feature of the schedule, as there is no one accomplishment so well adapted to those who depend so much on the eye for their ideas and upon the hand for the expression of the same.

SCHEDULE OF CLASSES, JUNE 20, 1883.

Class.	Division.	TEACHERS.	Standing.	Under instruction within the year.			Present at the Examination.		
				Males.	Females.	Total.	Males.	Females.	Total.
I.	1	Francis D. Clarke....	8 years.....	12	..	12	12	..	12
	2	W. G. Jones.....	7 years.....	14	..	14	14	..	14
II.	1		8 years.....	..	14	14	..	12	12
	2	Josephine L. Ensign..	7 years.....	..	18	18	..	17	17
III.	1		6 years.....	19	..	19	19	..	19
	2	R. B. Lloyd.....	5 years.....	19	..	19	18	..	18
IV.	1		5 years.....	21	..	21	20	..	20
	2	H. D. Reaves.....	3½ years.....	18	..	18	17	..	17
V.	1		5 years.....	..	20	20	..	20	20
	2	Ida Montgomery....	4 years.....	..	21	21	..	20	20
VI.	1		3 years.....	..	21	21	..	18	18
	2	Jane T. Meigs.....	3 years.....	..	21	21	..	21	21
VII.	1		3 years.....	..	17	17	..	17	17
	2	Myra L. Barrager....	1 mo. to 1 yr.	2	14	16	1	10	11
VIII.	1		3 years.....	20	..	20	19	..	19
IX.	2	G. C. W. Gamage....	2 years.....	21	..	21	20	..	20
X.	1	Maria Toles.....	1½ years.....	10	10	20	8	8	16

JUVENILE DEPARTMENT.

(Children under 12 years of age.)

I.	1		5 years.....	8	..	8	8	..	8
	2	L. C. Rice.....	4 years.....	12	..	12	12	..	12
II.	1		4 years.....	13	..	13	11	..	11
	2	C. W. Van Tassell...	3 years.....	11	..	11	11	..	11
	3		2 years.....	8	..	8	8	..	8
III.	1		3 years.....	22	..	22	22	..	22
	2	Chester Q. Mann.....	2 years.....	11	..	11	11	..	11
	3		8 mos. to 1 yr.	16	..	16	14	..	14

SPECIAL PUPILS.

(Including Deaf, Dumb and Blind.—Vision extinct, 3; impaired, 3; perfect, 5.)

I.	1	W. G. Jones.....	3 to 8 years..	2	..	2	2	..	2
	1		1½ to 6 yrs....	7	..	7	5	..	5
II.	2	Josephine F. Rintoul.	3 to 6 years..	2	1	3	2	1	3

ORAL CLASS.

..	..	Prudence E. Burchard	1 to 2 years..	2	1	3	2	1	3
----	----	----------------------	----------------	---	---	---	---	---	---

ARTICULATING CLASS.

..	1	E. H. Currier.....	1 mo. to 7 yrs.	13	..	13	12	..	12
----	---	--------------------	-----------------	----	----	----	----	----	----

HIGH CLASS.

..	..	Francis D. Clarke...	9 to 11 years..	15	13	28	12	13	25
..	..			293	171	464	275	158	433

SPECIAL CLASSES.

ARTICULATION.

..	..	E. H. Currier.....	.....	21	7	28	19	7	26
..	..	Jane T. Meigs.....	.....	..	12	12	..	12	12
..	..	Maria Toles.....	.....	9	32	41	9	33	41
..	..	Josephine F. Rintoul.	.....	6	10	16	6	10	16
..	..	Prudence E. Burchard	.....	2	8	5	2	3	5
..	..	Julia F. Brearley...	.....	33	..	33	33	..	33
..	..	Lizzie Mitchell.....	.....	46	..	46	44	..	44
..	..			117	64	181	113	64	177

DRAWING.

V. Hagadorn.	172	104	276	163	101	264
--------------	-------	-----	-----	-----	-----	-----	-----

A programme giving the grade and standing of each class, the names of the pupils, the names of the teachers, and an outline of the studies of the year, was also furnished the Committee, and materially lessened the labor of examination.

The substance of these programmes is incorporated in this report under the head of each class.

The Committee will now enter upon the detailed report of the examination of the classes, commencing with the youngest.

NINTH CLASS.

This class, composed of ten boys and ten girls, who have been in school one and a half years, was taught by Miss Maria Toles. Two boys and two girls were absent from the examination. They have studied the first eighty-three pages of Dr. I. L. Peet's Language Lessons, including names of objects, simple sentences involving the pronouns of the first, second and third persons in the nominative case, the transitive verb in the past imperfect tense indicative, and nouns in the objective case, the analysis of the sentence by questions, numeral adjectives, the definite and indefinite articles, with the distinction between *a* and *an*, adjectives of color, form and size, and a few prepositions; have been practised in counting by the cardinal numbers, in figures and words to one thousand, and in counting by the ordinal numbers, in figures and words, to one hundred; have completed ten pages of Dr. H. P. Peet's Scripture Lessons, including the attributes of God as contrasted with those of men, God's nature and relations to men, our character and our duty; have received systematic instruction in penmanship, using the ruled copy books, and the system perfected by Dr. I. L. Peet; and have committed to memory model letters, written by the teacher and explained to them in signs. This class was examined by Mr. Avery T. Brown. The examination was satisfactory in every respect.

EIGHTH CLASS.

Both divisions of this class were taught by Mr. G. C. W. Gamage. The second division is composed of twenty-one boys. They have been under instruction two years. All were present at the examination, which was conducted by Mr. John Carlin. The studies of the year have been; One hundred and sixty-three pages of Dr. I. L. Peet's Language Lessons, thereby gaining a thorough and complete knowledge of a large number of nouns, of verbs, of many adjectives, including the colors, numerals, and of the personal pronouns; thirty pages of Dr. H. P. Peet's Course of Instruction, Part III., embracing the history of animals; twenty-six pages of Colburn's Mental Arithmetic; eight pages of Dr. H. P. Peet's Scripture Lessons; and every second week a model letter written and explained by the teacher, committed to memory.

The examiner found the result of the year's work, as exhibited by their examination, highly gratifying.

The first division of the class is formed of twenty boys, all of whom were in attendance at the examination. They have been under instruction three years. This division was examined by Mr. John Carlin. They have studied and reviewed Dr. L. L. Peet's Language Lessons ; have learned to count in figures and words from one to two thousand ; have committed to memory thirty pages of Dr. H. P. Peet's Course of Instruction, Part III. ; have studied Peet's Scripture Lessons from Section 1 of Part II. to Section 9 ; have mastered twenty-eight pages of Colburn's Mental Arithmetic ; have learned the Lord's Prayer ; and have been practised every alternate week in letter writing, models being given and explained by the teacher. The examiner expressed himself as being well pleased with the evidences of the thoroughness of the teaching and the general appearance of this class.

SEVENTH CLASS.

Both divisions of this class were taught by Miss M. L. Barrager. The second division contains sixteen pupils, of whom two are males and fourteen females. At the time of the examination, one male and five females were absent. The programme gives the standing of these pupils as from one month to one year. Consequently there has been a further subdivision of the class into four parts or grades. The fourth grade has learned to recognize the twelve fundamental objects in Section 1 of Dr. L. L. Peet's Language Lessons, and to write them when so directed ; and has been practiced in writing and copying lessons on the large slates. The third grade has studied four pages of Dr. L. L. Peet's Language Lessons ; has been practiced in counting from one to ten ; and has received regular instruction in penmanship, using the ruled copy books devised by the Principal. The second grade has studied and reviewed thirty-six pages of Peet's Language Lessons ; has been daily practiced in counting in figures and words from one to four hundred ; has learned the Lord's Prayer, and has been taught penmanship. The first grade has mastered seventy-four pages of Peet's Language Lessons ; Section 1 of Dr. H. P. Peet's Scripture Lessons ; counting in figures and words from one to five thousand, and the Lord's Prayer. Penmanship, by the system of ruled copy books and ruled lines on the large slates, has been taught with marked success.

The first division of this class consists of seventeen girls, who have been three years under instruction. All were present at the examination. Their studies, during the past year, have been Peet's Language Lessons, completed and reviewed ; Peet's Course of Instruction, Part III., History of Man, 28 pages ; Arithmetic, simple exercises in addition

and subtraction ; Peet's Scripture Lessons, 20 pages ; the Ten Commandments and the Lord's Prayer, and eight hymns, selected by the Principal. They have been regularly and systematically drilled in the practice of penmanship, using the ruled copy books. The examiner, Mr. Avery T. Brown, was highly pleased with the general appearance and progress of these classes.

SIXTH CLASS.

The second division of this class, taught by Miss Jane T. Meigs, and containing a total of twenty-one female pupils, of three years' standing, was examined on Thursday, June 21st, by Mrs. Royal S. Crane. The class had studied and reviewed, during the year, Peet's Scripture Lessons, History of the Bible, Chapters I. to VI.; Peet's Course of Instruction, Part III., fourteen pages, embracing the History of Man—through infancy, childhood and youth ; Dr. I. L. Peet's Language Lessons, completed ; counting in figures and words, by one's, two's, three's, etc., and the addition of columns of figures ; model letters and dialogues, written and explained in signs by the teacher every second week ; selected hymns ; and penmanship, using the ruled copy books devised by the Principal. The examiner considered this division very thorough in all the studies pursued.

The first division of this class was examined, during the same day, by Mrs. Howard Harris. The standing of the class is three years, and it is composed of twenty-one girls, two of whom were absent at the time of the examination. The studies of the year, in which the members of the class were well prepared, were : Peet's Scripture Lessons, History of the Bible, Chapters I. to VII.; Swinton's Primary Geography, seven lessons, embracing the shape and size of the earth, divisions of land and water, exercises with a globe, etc.; Peet's Course of Instruction, Part III., the History of Animals, seventeen pages ; Gallaudet and Hooker's Dictionary, the words and their meaning being given by manual dictation, together with sentences illustrating the correct use of each word ; exercises in counting and simple addition ; selected hymns ; model letters and dialogues ; and penmanship, on the plan perfected by the Principal. The girls in this class are very bright, and gave abundant evidence of careful and systematic teaching.

FIFTH CLASS.

Both divisions of this class were taught by Miss Ida Montgomery. The second division, consisting of twenty-one little girls, who have been under instruction four years, was examined on June 21st, by Mr. J. R. Folsom. One member of this class was absent from the examination. The studies of the year have been : Peet's Course of Instruction, Part III., History of Animals, pp. 52-133 ; Mitchell's First Lessons in Geography, completed, from which the pupils have acquired a clear

idea of the different countries of the earth, particularly the United States, and of the various natural divisions of land and water, and they have also had frequent practice on outline maps; selected hymns, five in number, have been committed to memory and recited in concerted signs in the chapel, in connection with the religious exercises of the Sabbath; Peet's Scripture Lessons, Sections 5-30, inclusive; particular attention having been paid to the Life of Christ; letter writing and model letters; miscellaneous proverbs; stories; answers to questions; writing from dictation; arithmetic—addition, subtraction, multiplication and short division; drawing—Knudsen's System of Freehand Drawing, and map drawing.

The first division of this class, composed of twenty little girls, has a standing of five years, and is one of the best classes ever brought together in the Institution. The examination was held on June 21st, under the direction of Mr. J. R. Folosm, assisted by the Rev. J. L. Amerman. The studies during the year have been: Geography, sixty pages of Mitchell's New Primary Geography. This, however, represents but a slight portion of the work of the class in this branch, the text book had served chiefly as an occasion for much general instruction in regard to countries, cities and people. They had a remarkable amount of information in regard to the United States in relation to geographical position, productions, cities, rivers, lakes, mountains, and the industries of the inhabitants; Arithmetic—exercises in the four ground rules; selected portions of the Scripture, which had been given for Sunday lessons, the object in view being to familiarize them with the language of the Bible, to create an interest in, and establish the habit of reading it. They had committed to memory a few passages, such as a portion of the "Sermon on the Mount," the Twenty-Third Psalm and the Ten Commandments. They could also write several of the Bible Stories in their own language; Proverbs—These short, wise sayings, seem particularly useful to persons who have so much difficulty in giving expression to their thoughts, and more than one hundred and seventy Proverbs had been committed to memory. They have caused much amusement, and are generally aptly applied; Hymns, poems, etc.—They had thoroughly learned the following: "Nearer, my God, to Thee," "Before the Lord we bow," "Christmas," "America," "Angels Roll the Rock Away," "The Flower of Liberty" and "Young Lochinvar," and had recited them in concerted signs on public occasions and holidays; model letters; compositions; answers to general questions; stories; exercises in dictation—writing from signs, and sentences on given words, had been employed to aid in giving that free command of the English language which is the one thing needful in the education of the deaf. The examiners consider that both of these classes show evidence of remarkable progress during the year.

FOURTH CLASS.

This class was taught by Mr. Henry D. Reaves. The second division was rated as under instruction three and a half years, and was composed of eighteen boys, one of whom was absent from the examination. Both divisions of this class were examined on Thursday, June 21st, by Mr. John Carlin. The studies of the second division during the year were :—Peet's Course of Instruction, Part III., History of Animals—animals in general, classes of animals and quadrupeds ; Goodrich's Child's History of the United States, embracing the Discovery of America, Settlement at Jamestown, Life of Capt. John Smith, Voyage of the Puritans and their Settlement at Plymouth, and the Pequod War ; Mitchell's First Lessons in Geography—description and history of North America, climate, soil, products, manufactures and commerce of the New England and Middle States, and general map exercises ; Peet's Scripture Lessons, thirty-three pages ; the Lord's Prayer and the Ten Commandments ; selected hymns ; exercises in the four ground rules of arithmetic ; and exercises in English composition, including model letters, writing from dictation, and sentence building.

The first division of the class had a standing of five years, and comprised twenty-one boys, one of whom was absent at the time of the examination. They have studied and reviewed forty-one pages of Peet's Course of Instruction, Part III. ; Goodrich's Child's History of the United States, fifty-nine pages ; they have committed to memory the Lord's Prayer, the Ten Commandments and selected hymns ; have performed many examples, involving addition, subtraction, multiplication and division ; have paid special attention to the structure of the sentence, and have been exercised in writing from dictation. In addition to the above, a model letter has been memorized every other week. The examiner was well pleased with the correct way in which his questions were responded to, and also with the thorough manner in which the course of studies had been followed.

THIRD CLASS.

The second division of the Third Class was taught by Mr. Rowland B. Lloyd, and contained nineteen pupils, one of whom was absent. This class had been under instruction five years. The examination was conducted by the Rev. Howard Harris, on Thursday, June 21st. The studies of this class had been selected from Parley's Universal History, embracing Egypt and the Barbary States ; Swinton's Elementary Geography, Lessons I. to XXI. ; Peet's Scripture Lessons, finished ; the Lord's Prayer ; the Ten Commandments, and selected hymns ; exercises in both mental and written arithmetic, requiring the constant use of the four ground rules ; and English composition, includ-

ing model sentences, letter writing, exercises in dictation, etc. The examiner considered that the examination of this class was, in general, satisfactory on all the studies mentioned in the programme.

The first division of the class taught by Mr. Lloyd, was composed of nineteen pupils, all of whom were present at the examination. The standing of the class was six years. They were examined on Thursday, June 21st, by Mrs. E. H. Currier. The studies pursued, during the year, had been : Selections from Parley's Universal History, including the history of France, Turkey, and the Crusades ; Swinton's Elementary Geography, Lessons XLIV. to LXL, inclusive ; mental and written arithmetic—the four ground rules and fractions ; Foster's Story of the Bible ; the Lord's Prayer, the Ten Commandments, and selected hymns ; English composition, letter writing, sentence building, writing from dictation, and translating stories given them by their teacher in the sign-language. In all these studies the examination was exhaustive and satisfactory. Both teacher and pupils seemed desirous of showing that the year's study had been productive of marked results, and proved themselves worthy of the highest commendation.

SECOND CLASS.

This class, composed of thirty-two female pupils, three of whom were absent at the examination, was taught by Miss J. L. Ensign. The second division had a standing of seven years, and comprised the most advanced of the female pupils in the regular course. Both divisions were examined on Thursday, June 21st, by Mrs. E. H. Currier. The studies of the second division had been : Foster's Story of the Bible, pp. 127-179, commencing with the account of the sojourn of Moses upon Mount Sinai, at the time when God gave him the two tables of stone, upon which were inscribed the Ten Commandments, and including accounts of the different sacrifices required of the Israelites, the feasts they were ordered to keep, their division into tribes, their approach to the Land of Canaan, and their refusal to enter therein, the punishment God inflicted on them, and ending with the death and burial of Moses ; Parley's Universal History, pp. 364-424, embracing the History of France, its climate, cities, manufactures, the manners and customs of its people ; about the Gauls and other tribes of Barbarians ; how the southern parts of Europe were first settled, and how the northern parts were settled afterward ; the Crusades, or Holy Wars ; Swinton's Grammar School Geography—in this branch, special attention had been given to North America, and to the United States in particular ; Swinton's Language Primer, begun ; Ray's Arithmetic, the four ground rules ; selected hymns, committed to memory and recited in concerted signs ; penmanship, Spencerian system ; exercises in English composition ; model letters and dialogues.

The studies of the first division had been: Foster's Story of the Bible, commencing with the book of Leviticus, where Aaron and his sons are consecrated priests to burn incense and offer sacrifices for the children of Israel, explaining the different kinds of offerings and their significance, where and what feasts were to be kept every year, the division of the Israelites into tribes, their departure from Mount Sinai, their journeyings in the wilderness, the sins and punishment of Aaron, the death and burial of the great law-giver, and ending with the appointment of Joshua as the successor of Moses; Berard's History of England, pp. 243-420, embracing that portion of English history included between the reign of James I., 1603, and that of Victoria up to the year 1856; Swinton's Grammar School Geography, pp. 1-37, special attention being given to the Physical and Political Geography of the United States; Ray's New Practical Arithmetic, from the beginning as far as decimal fractions; Kerl's Grammar; Gallaudet and Hooker's Family Dictionary; penmanship, by the Spencerian system; and selected hymns, memorized and delivered in concerted signs in connection with the public worship in the chapel. The examiner was very much pleased with the familiarity which these girls showed with the subjects of study, with the enthusiasm with which they answered the questions put to them, and with the uniform elegance of their penmanship.

FIRST CLASS.

Both divisions of this class began the year under the instruction of Prof. F. D. Clarke, but after the departure of Prof. W. Jenkins, the second division was transferred to Mr. W. G. Jones. The second division was formed of fourteen boys, all of whom were in attendance at the examination, which took place on Thursday, June 21st, under the direction of Mr. Avery T. Brown. Their standing was seven years. The studies of this division during the year had been: Harper's School Geography, Lesson I. to XLVIII., thoroughly studied and committed to memory; Peet's History of the United States, Sections 307-379, embracing the attempts of the English parliament to tax the American Colonies in 1763, and continuing to the campaign of 1778; Kerl's Common School Grammar; Thought and its Expression, the parts of speech, the sentence—subject and predicate, the properties of the parts of speech—gender, person, number, case, voice, mood, tense and comparison; Colburn's Mental Arithmetic, Sections 5-9, by dictation; Foster's Story of the Bible, pp. 39-49, the account of Abraham; the Ten Commandments and the Lord's Prayer; selected hymns; Part III. of Thomas's Book-keeping, by single entry, and exercises involving the principles of single entry book-keeping; model letters, written and explained by the teacher on every other Friday, studied at night by the pupils, and reproduced from memory on the

following Monday. The examiner found an uniformity of excellence that spoke well for the care and diligence bestowed on the instruction of the class.

The first division of this class, composed of twelve boys, of eight years' standing, one of whom was not in attendance at the time of examination, had been under the instruction of Prof. F. D. Clarke. The class was examined on Friday, June 22d, by Mr. Royal S. Crane. The examination occupied the entire morning. The studies had been: Harper's School Geography, finished and reviewed from the beginning; Berard's History of England, the reigns of Elizabeth, James I., Charles I., the Commonwealth and Protectorate, the Restoration, and the reign of Charles II.; Davies's Complete Arithmetic, from the beginning through fractions; Colburn's Mental Arithmetic; book-keeping, by single entry, prepared by the teacher, the transactions represented, involving the multiplication of fractions and mixed numbers, together with all the operations of single entry book-keeping, including closing, and a statement of profit and loss, present worth, etc.; penmanship having been systematically taught during the year preceding, no special instruction was given this year, beyond insisting on neatness in letter writing and book-keeping; English composition—in order to give the pupils an ability to use the English language with more ease and accuracy, much time was spent in the translation of signs into English; Gallaudet and Hooker's Dictionary, taught by dictation; Kerl's Common School Grammar, reviewed; Foster's Story of the Bible, 123 pages; selected hymns, memorized; the Lord's Prayer and the Ten Commandments, thoroughly committed to memory; and model letters, as in the second division. The examiner found that this class were well informed, not only in the branches to which their attention had been directed during the year, but also in regard to subjects in which young men are usually interested. Their command of language was good, and their composition, in general, free from mistakes.

JUVENILE DEPARTMENT.

This department is composed of boys who are too young to associate with the larger boys and to work in the shops. It comprises forty-nine boys at the Mansion House, Fanwood, under the instruction of Mr. C. Q. Mann and Miss Julia F. Brearley, and forty-seven boys at the Mansion House, Tarrytown, under the instruction of Mr. C. W. Van Tassell, and Misses L. C. Rice and Elizabeth Mitchell.

The classes at the Mansion House, Fanwood, were examined on Thursday, June 21st, by Mr. Walter B. Peet. The second division consists of twenty-seven boys. For convenience of instruction in the ordinary branches, it is divided into two sections—1 and 2:—

Section 2 is made up of sixteen boys, one of whom was absent from

the examination, and has a standing of from eight months to one year. These little people had mastered three sections in Peet's Language Lessons, and had been drilled in penmanship on the large slates.

Section 1 is composed of eleven boys, with a standing of two years. They were all present at the time of the examination. They had studied and reviewed ninety pages of Peet's Language Lessons; fifty-six pages of Peet's Course of Instruction, Part I.; four sections of Peet's Scripture Lessons; the first and second Commandments; the Lord's Prayer; addition, subtraction, multiplication of simple numbers, and counting in figures and words. They have been systematically taught Penmanship, using Ellsworth's tracing system.

The first division comprises twenty-two boys, with a standing of three years. They have finished Peet's Language Lessons; have memorized eleven sections of Peet's Scripture Lessons, the Ten Commandments, and the Lord's Prayer; have studied and reviewed one hundred and ten pages of Peet's Course of Instruction, Part I.; have mastered addition, subtraction, multiplication and division; and have had daily practice in the principles of penmanship, according to Ellsworth's system. These studies have been pursued under the care of Mr. C. Q. Mann. The examination proved satisfactory in all particulars.

An interesting feature in the education of these children is the instruction given in articulation and lip-reading by Miss Julia F. Brearley. The second division is, for the development of these branches, divided into three sections—1, 2 and 3—and has a standing of eight months. Section 3 consists of five boys, who have been drilled in the elements of visible speech, and lip-reading; Sections 1 and 2, each composed of six boys, have finished the elements of visible speech and lip-reading, and can take from the lips of their teacher, articulate and write in symbols and English, words of one syllable; they can count from 1 to 25; have read sixteen pages of Monroe's Primary Charts; and Part I. of Monroe's First Reader.

The first division is also divided into three sections, and has a standing of one year and two months, their studies have been; the elements of visible speech and lip-reading; Monroe's Primary Charts, finished; Monroe's First Reader, completed; reading from the lips, articulating and writing in symbols monosyllabic words; and practice in counting from one to one hundred. The examiner, the Rev. Allan DeCamp, found that all these pupils had been thoroughly taught, and that in many cases there was surprising ease and clearness in enunciation.

The classes at the Mansion House, Tarrytown, were examined on Wednesday, June 20th, by the Rev. C. A. Stoddard, D.D., the Rev. Washington Choate and Mr. W. M. Halsted, assisted by the Principal. The examination began at 10.30 A.M., and was continued until 4.30 P.M. A large number of visitors, composed of residents of Tarrytown,

were in attendance. There are in this department forty-seven pupils, divided into two classes, Class No. 1, and Class No. 2. Class No. 2 is taught by Mr. C. W. Van Tassell, and comprises three divisions. The third division is composed of three boys of two years' standing. They have studied and reviewed 166 pages of Peet's Language Lessons; three Sections of Peet's Scripture Lessons; they have been practised in counting in figures and words from one to one thousand; they have had systematic instruction in penmanship and drawing; and have committed to memory model letters prepared for them by the teacher.

The second division of this class is made up of eleven boys, who have been under instruction for a period of three years. These pupils have finished and reviewed Peet's Language Lessons; have committed to memory eleven pages of Peet's Course of Instruction, Part III., embracing the History of Man; eleven sections of Peet's Scripture Lessons; in arithmetic, they have mastered addition and subtraction, and have studied sixteen pages of Dudley's Arithmetic for Deaf-Mutes; in penmanship they have used the system devised by the Principal, and also Ellsworth's Tracing Copy Books; they have written letters to their parents or friends once a month; and have had instruction in drawing. The first division contains thirteen boys, one of whom was absent from the examination. Their standing is four years. They have finished and reviewed Peet's Language Lessons; have studied fifty pages of Peet's Course of Instruction, Part III., embracing the History of Man and the History of Animals; have memorized five sections of Peet's Scripture Lessons, and the Ten Commandments; they have been practised in addition, subtraction, multiplication, and have also gone over thirty pages in Dudley's Arithmetic for Deaf-Mutes; they have been drilled in English Composition, and thoroughly comprehend the structure of simple sentences; and have been taught drawing. Class No. 1, taught by Miss L. C. Rice, is divided into two divisions. The Second division comprises twelve boys who have a standing of four years, and who have pursued the following studies during the year: Peet's Course of Instruction, Part II., forty-nine Lessons; Peet's Course of Instruction Part III., fifty-four pages; Peet's Scripture Lessons, twenty-one sections; Swinton's Primary Geography, seven sections; arithmetic, from the beginning to fractions; Dr. I. L. Peet's system of ruled copy books in connection with Ellsworth's Tracing Copies; English composition, as developed by model letters, by a daily journal of current events, and by original composition on subjects given by the teacher.

The first division of this class consists of eight boys of five years' standing. They have studied 106 lessons in Peet's Course of Instruction, Part II.; have finished and reviewed Peet's Course of Instruction, Part III., and Peet's Scripture Lessons; they have committed to memory twelve Lessons in Goodrich's Child's History of the United

States ; have learned fifteen Lessons in Swinton's Primary Geography, taking the questions from the lips of the teacher, and giving the answers both in writing and orally ; in arithmetic they have progressed as far as decimal fractions ; and in English composition and penmanship have pursued the same course as the second division.

Every pupil in this department has received special instruction in lip-reading and articulation from Miss Elizabeth Mitchell, who has devoted her entire time to the work, and whose success merits the warmest commendation. The more advanced pupils were able to take sentences from the lips, write them both in symbols and English, enunciate them in a distinct tone, and at the same time to give their meaning in signs, thus proving beyond question their thorough comprehension of what had been said to them. The examination of this department was exceedingly satisfactory. The progress made by these pupils will compare favorably with that of classes of the same standing anywhere. Their ready response to all kinds of questions, was astonishing, and their penmanship a marvel of neatness and clearness. The Directors have every reason to be pleased with the department at Tarrytown.

SPECIAL PUPILS.

Special Pupils, including Deaf, Dumb and Blind : Vision extinct, 3 ; impaired, 3 ; perfect 5.

These pupils have been divided into two classes, in order that the greatest possible amount of individual attention and patient instruction might be given, which could not have been bestowed upon them in any of the other classes, with justice to the pupils composing them.

The second class, subdivided according to the necessities of the ten individuals composing it, has been under the instruction of Miss J. F. Rintoul. Charles Barger, Eli Garson, John Moore, Ashburnham C. Newman, Lawrence D. Strobe and Eugene Matthews, having a standing of one and a half years, had studied during the year eighty-four pages of Peet's Language Lessons ; four sections of Peet's Scripture Lessons ; and had committed to memory the Lord's Prayer. They had also been practiced in counting by figures and words from one to one thousand. Joseph Miller, a partially blind deaf-mute, had studied twenty-three sections of Parley's Universal History ; forty-three pages of Harper's School Geography, and had mastered the four ground rules of arithmetic.

Stanley Robinson, a partially blind semi-mute, had committed to memory twenty-three chapters of Parley's Universal History ; forty-three pages of Harper's School Geography ; had studied Ray's Elementary Arithmetic as far as reduction ; Colburn's Mental Arithmetic, from the beginning to fractions ; the definitions in Brown's Grammar ; six

chapters of "Lines Left Out;" and had received daily instruction in English composition.

Edwin M. Lyng, a partially blind deaf-mute, had studied fifty-nine pages of Goodrich's Child's History of the United States; four sections of Peet's Scripture Lessons; Mitchell's First Lessons in Geography, from the beginning through the Middle States; he had been drilled daily in arithmetical practice, involving operations in addition, subtraction, multiplication and division, and also in Colburn's Mental Arithmetic.

Martha E. Morehouse, a totally blind semi-mute, had, during the year, completed and reviewed Goodrich's Child's History of the United States and Harper's Introductory Geography; she had received systematic instruction in Colburn's Mental Arithmetic, and in reading from raised letters.

These pupils were examined on Thursday, June 21st, by Mr. Avery T. Brown, who found that they were all well posted in their different studies.

The first class of special pupils was composed of James H. Caton and Richard T. Clinton, two totally blind deaf-mutes, and had been taught during the year by Mr. W. G. Jones. James H. Caton, who had been under instruction for a period of eight years, had pursued the following studies:—Astronomy, geography, geology and ethnology, as developed in Carleton's Condensed Cyclopædia; Shakespeare's Life, with selections from his writings; six sections of Colburn's Mental Arithmetic; selected hymns; the Ten Commandments and the Lord's Prayer.

Richard T. Clinton, with a standing of three years, had studied nine sections of Peet's Language Lessons; five sections of Peet's Scripture Lessons; had committed to memory eight of Keep's School Stories; the hymn, "Nearer, my God, to Thee," and the Lord's Prayer; and had received instruction in simple arithmetical operations.

This class was examined by Mr. Avery T. Brown, on Thursday, June 21st, who expressed himself as satisfied with the efforts that had been made by the teacher, and commended the pupils for their diligence and application.

THE ORAL CLASS.

This class contained three semi-deaf pupils, two boys and one girl, who had a standing of from one to two years. They had been taught by Miss P. E. Burchard, a young lady of peculiar talent, who, desirous of fitting herself for a position as teacher of the deaf, was willing to give her services for the purpose of gaining experience in the class room. They had studied eighty-three pages of Peet's Language Lessons; had received systematic instruction in counting in figures and words from one to one hundred; and had daily drill in the system of penmanship

arranged by the Principal. The examination was held on Thursday, June 21st, under the direction of Mrs. Howard Harris, and was very satisfactory.

ARTICULATION CLASS.

This class, comprising thirteen pupils of a standing of from one to seven years, one of whom was absent from the examination, had been taught by Prof. E. H. Currier. It was examined on Thursday, June 21st, by the Rev. Howard Harris. These pupils had received instruction in the elements of Bell's Visible Speech and Lip-Reading; in Monroe's Reading Charts; in Monroe's First and Second Reader; in concerted speaking; in Harper's School Geography; in Peet's History of the United States; in Foster's Story of the Bible; in written and mental arithmetic; in English composition; in letter writing; in Peet's System of Penmanship; and had committed to memory one hundred pages of the Guide to Knowledge, the Lord's Prayer and the Ten Commandments. Owing to the varied lengths of time which the pupils had been under instruction, this class was divided into three sections. All the lessons had been recited in audible speech, and the examiner conducted the examination by the same means. The ability of these pupils to read the questions from the lips of an entire stranger and to respond thereto in spoken words, clearly indicated that the instruction had been practical and the results obtained satisfactory.

THE HIGH CLASS.

The examination of the High Class was conducted by the Rev. Bishop Falkner, on Thursday, June 21st, and occupied the entire school day. This class comprised fifteen males and thirteen females, of a standing of from nine to eleven years, and, until May 1st, had been under the instruction of Prof. Weston Jenkins, who at that time resigned his position in the Institution to accept the Superintendency of the New Jersey State Institution for Deaf-Mutes, it had since been taught by Prof. F. D. Clarke. For the particulars of the examination, the Committee would respectfully refer to the report of the examiner.

SPECIAL CLASSES.

Under this title as designated in the schedule, may be found two departments, one consisting of seven special classes in articulation, and the other the department of art.

These special classes in articulation contained one hundred and eighty-one pupils, of whom one hundred and seventeen were males and sixty-four females. Their standing varied greatly. These pupils belonged to the regular classes of the school, but had been detailed for instruction in vocalization and lip-reading an average of an hour a day. The examination was held in the chapel on Friday, June 22d, and was

conducted by the Rev. Allan DeCamp, assisted by his wife. He expressed himself as greatly pleased with the faithfulness and success of the teachers in making clear the principles of this method of instruction, and also with the ability of the pupils to understand and express the sounds of the English language.

The examination in the department of art, with reference to the award of prizes to pupils who might be found to have attained marked excellence in the different styles of drawing and painting, was held on Monday, June 25th, under the direction of Mr. John Carlin. Instruction had been given two hours a week to every class, and in addition a special class had also been formed from pupils selected from the more advanced classes. The award of prizes will be found in another part of this report.

CLOSING EXERCISES.

The Closing Exercises of the academic year were held in the chapel of the Institution at three o'clock P.M., on Wednesday, June 27th, before the Board of Directors, the Committee of Instruction, and a large number of invited guests. The programme was as follows :

- I.—PRAYER, by the Rev. John Hall, D.D.
- II.—ADDRESS BY THE PRESIDENT, HON. ERASTUS BROOKS.
- III.—GENERAL REPORT ON THE EXAMINATION, by the Chairman of the Committee appointed by the Board of Directors. Read by the Rev. C. A. Stoddard, D.D.
- IV.—SPECIAL REPORT ON THE EXAMINATION OF THE HIGH CLASS, by the Rev. Bishop Falkner.
- V.—EXERCISES BY THE PUPILS:—
 - (1) *Writing from manual dictation*, by pupils less than five years under instruction.
 - (2) *Pantomimic Representations*, by W. G. Jones.
 - (3) *Proverbs repeated by dactylology and by signs*, by fifteen pupils of the elementary course.
 - (4) *Labiology*, under Prof. E. H. Currier, by

John Lloyd, Jr.,	Geo. S. Porter,	W. G. Shanks,
Myra L. Barrager,	Frances Hawkins,	Emily A. Wells.
 - (5) *Address*, written with the type-writer, by James H. Caton, a blind deaf-mute.
 - (6) *Answers to questions proposed by the audience*, by

Walter L. Bingham,	Anthony Capelli,	Geo. S. Porter,
Myra L. Barrager,	Anna C. Bryan,	Emily A. Wells.

(7) "*Art*," a poem written for the occasion, by Mrs. Mary T. Peet, delivered in signs by Ella Dillingham.

(8) *Graduating Essay*. Subject—"Co-education of the Sexes," by Myra L. Barrager.

(9) *Graduating Essay*. Subject—"The Art Preservative," by William Ennis.

(10) *Graduating Essay*. Subject—"Nature and Art," by Anna C. Bryan.

(11) *Graduating Essay*. Subject—"Dynamite in Politics," by Charles D. Newton.

(12) *Graduating Essay*. Subject—"Niagara Falls," by Sarah B. Fisher.

(13) *Graduating Essay*. Subject—"The Effect of Kindness in Developing the Intellectual Powers of Animals," by Henry Schanck.

(14) *Graduating Essay*. Subject—"Florence Nightingale," by Ella Dillingham.

(15) *Lochinvar*—given in concerted signs by a choir of girls.

(16) *Oration on "THE LIMITATIONS IMPOSED BY DEAFNESS," with Valedictory Address*, by Elmer E. Smith—delivered in signs, and interpreted, *part passu*, by the teacher of the High Class, Prof. F. D. Clarke.

VI.—DISTRIBUTION, BY THE PRESIDENT, OF CERTIFICATES, DIPLOMAS AND PRIZES.

VII.—THE DOXOLOGY, IN CONCERTED SIGNS.

VIII.—BENEDICTION, BY THE REV. C. A. STODDARD, D.D.

The Essays, which are hereunto annexed, prepared by the graduating members of the High Class, were read by the Principal, and at the same time translated into signs, for the benefit of those who could not hear.

CO-EDUCATION OF THE SEXES.

As a child begins to speak by uttering the simplest sounds, or to walk by taking a few toddling steps; as the plants and lofty trees we see around us were once hidden in tiny seeds, so all things in nature, however magnificent they may appear in their full maturity, had their own simple beginning, and, as they grew, strength and embellishment were added, till they attained the goal of perfection, admired by one and all.

The same is true of the methods of instruction. They, too, have undergone beneficial development from year to year, and at last reached a stage which seems to call for comparatively little improvement. Few who enjoy the blessings of an education to-day, can realize the great changes which a few centuries have made in it.

Before the arts of printing and of paper-making were invented, all new

books the world could boast of were, for the most part, written by monks on parchment. Much time was consumed in the preparation of these volumes, and, as parchment was dear, they were very expensive, so much so that the fortune of a sovereign could hardly purchase a library as large as those found in the homes of many a poor man of the present day. Ambitious youths who longed for knowledge, could obtain it only by going to the dark monasteries for instruction. Most of them had, also, in return for their opportunities, to spend the remainder of their lives in the gloomy and unattractive home of their teachers, to assist in preparing books for others. Here the gentle presence of women, so much needed to cheer, was not found. They were excluded. The philosophy studied by these youths, taught them not only to remain single, but to regard woman with contempt. It was then that the custom of educating the sexes separately originated. But it did not last always. "Truth crushed to earth will rise again." As soon as printing and paper-making were introduced, a change took place. Books were more numerous and cheaper, and schools and afterwards colleges, were founded for the benefit of mankind, and the hearts of many were made happy by the realization of their greatest wishes. Women received a moderate education, but as the old prejudice still prevailed, they were not allowed to share the colleges with the men. But, little by little, this feeling wore away. Young girls have since been admitted to the common and graded schools with youths of the opposite sex, and no evil results seem to have come from it thus far. The short time during which they meet for recreation affords but little chance for intercourse of any kind, and soon the day's work is over and they return to their homes. Thus their time is divided between two different atmospheres, the one tempering the other and both doing them good. It is during one's school life that habits are formed, and, where co-education of the sexes is practiced, the manners and morals of both receive a polishing which is noticed in after life in the refined and graceful ways which follow.

The boys, as they assemble on their play-ground at recess or during moments of leisure, use better language and are less rough in their ways if the girls are around. The natural feeling in boys to wish to assist the girls is here shown and developed. Their kind offers to aid them with the harder portion of their lessons, are received with good grace, and while endeavoring to make certain passages clear and interesting, they awaken many a new and valuable idea for their own use. The very fact that they are teachers to such an extent, makes them anxious to retain the good opinion of their fair pupils, and thus they are careful to make a good show in their own recitations. These kind and manly acts soon develop into good habits, and in this way the most unpolished youths, in time, become refined and respected

young men. The presence of the boys also encourages the girls to cultivate the numerous lovely traits of character which make them, as they grow older, graceful and ladylike young women.

Our city colleges, where the students, as a rule, board at home, are beginning to see this, and to think better of the practice of educating the sexes together.

The universities of Oberlin, Cornell and Michigan, have tried it with favorable results, and now the others are beginning to ask themselves if it would not be advantageous to go and do likewise. But they hesitate. They do not feel that they have collected evidence enough that so doing would be beneficial, nor are they confident that it is best to exclude women altogether. Some of them take the ground that it is not so much the association of the sexes that is objectionable, as the course of study itself, which, by increasing her self-complacency, has a tendency to diminish that modesty of bearing which lends such a charm to womanhood. This is an argument against any education at all, rather than against co-education, for, as the poet says :

"A little learning is a dangerous thing,
Drink deep, or taste not the Pierian spring."

Others say that the brains of the sexes differ, and that what may exercise the mind of the one to advantage may prove disastrous to that of the other. This objection has lately been weakened by the fact that some of these same colleges have offered to allow young women to take up the course of study which their young men pursue and master it at their homes, wholly independent from all assistance from their professors, but with the privilege of returning to them for examination. Now it remains for these colleges to explain how the studies can do less harm to the brain of a woman if taken up outside of the college walls than if pursued with the students themselves. It is plain the books are not altered in quality by this arrangement.

If those of the managers, who worry about the extra expense required to prepare accommodations for the girls, will look around a little, they will find many rich and influential men in our large cities who would be willing to give their aid to enlarge the buildings.

Soon, by the weight of evidence against them, all these objections will be removed, and woman will stand forth, in her true colors, as the counterpart of man, his equal, not his inferior, his appreciative helpmeet, not his dependent and subordinate.

MYRA L. BARRAGER.

THE ART PRESERVATIVE.

Many years before the time of Gutenberg and Faust, the inventors of the art of printing, this world had produced very few educated men and women, and not even one educated deaf-mute. It is true that the

Chinese people practised the art of printing hundreds of years ago, but the exclusiveness of the Mongolian Race prevented it from being known outside of the Chinese Empire. When the "Art Preservative" made its appearance—the noblest and most useful art on the face of the earth—then the "march of mind" began, the battle against barbarism was commenced, the dark cloud of ignorance which hung over the world was lifted away. By degrees, the nations became more and more civilized, books became more numerous, schools were established, the avenue to knowledge made accessible, and progress and prosperity set in.

In my opinion, printing is the best trade for deaf-mutes; because, while at work, their minds are both entertained and instructed. I think that this Institution has a right to be proud of the possession of the largest and best printing office connected with any institution in this country. The success of this Institution and all other Educational Institutions, is dependent upon the "Art Preservative," for, were there no printers, we could have no books from which to learn. In regard to the orators, if there were no printers, they might bid farewell to fame. A splendid speech would reach only those in the Hall, but, thanks to the printing press, a man can speak at one time to the whole fifty-five millions of freemen of America.

The poets and novelists might lay aside their quills, give up their toil and study, and bid their brains be still, if that art were not invented. The merchant's ships might whiten every sea, bringing fresh supplies every day, but were there no papers to advertise in, his stock would grow very large and his dollars very few.

Science herself, would never have begun the great march of progress, for now, the idea dimly seen by one mind, is, by the printing press, brought into the focus of thought wrought out by others and given to the world.

The ladies should be thankful to God—may He shield them well and bless each gentle heart—for the printer's art. Without it, they would have no magazines, no fashion plates, no *Harper's Bazar*, no *Home Journal*, no column of marriages and deaths to read. Only think, it would take years for a new fashion to come from Paris.

The last and greatest use of the "Art Preservative," is, that it has made known the life and noble works of our Saviour to the whole world, by publishing many millions of Bibles, one of which almost every family in the land has in the house. By the aid of the printing press, Christianity is spreading throughout the wide world. If printing had not made its appearance now, the pulpit would be of comparatively little use. The "Art Preservative" is the foundation of education, and is the Saviour of this world by raising truth from obscurity. This art gives light and happiness to all, and shines the wide world through,

like the sun's bright rays. Oh ! if there were no printers, what would the people do.

I might go on and show how each and every art and science owes much to the great " Art Preservative," but time flies, and I must close, simply saying that, thanks to the opportunities here afforded, I am a humble soldier in the ranks of her army of workers.

WILLIAM ENNIS.

NATURE AND ART.

Nature is the work of God ; Art that of man. The works of Nature have been perfect from the beginning, while those of Art have been laboring to attain this perfection since the time the serpent entered paradise and despoiled it of its sweet innocence. The nearer Art comes to Nature the more perfect it is, as Art is but the expression of man's love and admiration of Nature.

Necessity, the Mother of Invention, taught Art to man. He, needing clothes, turned to Nature, who provided him with the materials and the intellect to use in combining and arranging them. Next, she showed him that he needed shelter to protect him from the cold and rain, so he lived in caves till, his needs increasing, he built himself dwellings of wood and stone, and then brick, with the inside made smooth and water-proof by plaster. But when all was made comfortable, man was not satisfied and wanted things beautiful as well as useful, so he began to carve and paint the interior of his dwellings, to weave carpets, and make furniture more comfortable and ornamental, also to manufacture delicate china and rich silver plate to supplant the rude wooden and earthen ware that had formerly adorned his table. But Nature gave him the materials and her works for patterns. Next he craved pictures to look at, when Nature should have changed her aspect, or he his place of residence, so he began to paint, on canvas, scenes from Nature, also to copy the human face, that he might have the images of the absent or departed presented to his view for consolation.

Yet, after all man has achieved in the highest perfection of his skill, Art still falls far below Nature, for not all the splendor of Solomon's renowned temple and the glory of the golden works of Art could surpass the Sun's rays. The jewels with which it was adorned could not equal the simple flowers of the field, nor the brilliant hues of garments the rainbow's glorious beauty.

We may, by means of Art, make flowers in all their beauty of form and color, but we cannot make them grow, nor give them the fragrant odor that Nature bestows upon the humblest little flower that peeps through the soft moss, with which she has protected it from the cold. We may carve the most beautiful forms in marble, but we are unable to animate them. We may mould in color or paint on canvas the most lovely

faces, but we cannot impart to them that all-enhancing power of expression with which Nature endows the plainest countenance. We may call forth sweet sounds from musical instruments, and join our voices to add to the charm, yet, with all our skill, we fail to equal Nature's enchanting music, from the "hum of the wild bee's wing to the wild music of the storm."

The sweetest, well-trained voices, are surpassed by the songs of birds singing their Maker's praise. Nature is music in itself. We live, as it were, in an atmosphere of it. The air is full of its living spirit. The flowers and foliage are full of it, and the turbulent waves of the ocean, waft its sweet melodies to our ears in silvery cadence, conveying to us the strength of the Almighty God of Nature, at whose command they ebb and flow, and who withholds or hurls the thunderbolt at will. Art has succeeded in imitating Nature to a wonderful perfection. To view the masterpieces of the finest sculptors and painters of every country, is, indeed, a rare and sublime pleasure added to the enjoyments of life. But, alas ! man cannot, with all his power and skill, paint on canvas a scene so grand and sublime as that presented by a thunder storm, or that of a sunset far out at sea. In sculpture, also, he lacks that one all-essential thing—life—which Nature bestows upon the most scorned of her insects, to render his work perfect. ANNIE C. BRYAN.

DYNAMITE IN POLITICS.

I have chosen this subject for an essay, because, just at present, thoughtful men are giving it a great deal of attention. Many have asked the question: "Does dynamite, and its companion, assassination, put such power into the hands of a few discontented men that they can defy the power of the whole nation by the fear which the use of dynamite causes?"

Others, looking at the question from a different standpoint, frame the question differently, and ask: "Can we, by means of this agent, wring from our oppressors a consideration for our rights, which they would never grant to us from a sense of justice?"

The subject is a grave one. Given, a small amount of this explosive, and a man who cares not for his own life, and there seems to be no life, however high, that is safe. The only safeguards seem to be:—First, that men, who resort to such means, are usually cowards, or else, so bent on attaining their object that they neglect ordinary caution, and are found out through their own carelessness; and, secondly, that these men, who are willing to assassinate, long for the notoriety that comes from a crime, and are not willing to blow themselves up, unless every body knows who and what they are, and their efforts, to leave this information behind them, generally lead to their detection.

The reasons why dynamite, or, to speak more exactly, nitro-glycerine, is so much used by persons with illegal design, are :—

First, Its great strength ; as compared with gunpowder, its explosive force is as thirteen to one. Ten pounds of it could easily be carried about the person without exciting suspicion, and would exceed, in the force of its explosion, a barrel of powder.

Secondly, Its safety. There are explosives that are even more powerful than nitro-glycerine, but so unstable are they, that a man, who would carry a quantity of them in a crowded street, would be sure to lose his life, before he went far.

Thirdly, The ease with which it is prepared. To make gunpowder that is worth anything requires costly machinery ; to make the various fulminates, requires chemical apparatus and knowledge ; but, with glycerine, nitric and sulphuric acids, all of which could be bought without exciting suspicion, a few old bottles, and running water, any one could manufacture nitro-glycerine without much trouble.

I will not enter into the merits of the cause of Ireland, nor of the Russian Nihilists, but will only say, that I think the use of dynamite is cowardly and unjust in the extreme. The assassin, who lurks behind a hedge and shoots his enemy without allowing him a chance for his life, has been held up as an example of all that was ever mean in human nature, but, he is a hero of romance, compared with the dynamite fiend, who lays his mine, and leaves it to explode with the certainty of killing many who never harmed him, and the chance of hurting the one for whom it is intended.

In this free land, it seems improbable so base a crime could ever take root, and that it never may, should be the sincere prayer of all true Americans !

CHARLES D. NEWTON.

THE POWER OF KINDNESS IN DEVELOPING THE INTELLIGENCE OF ANIMALS.

All honor to Mr. Bergh, President of the Society for the Prevention of Cruelty to Animals, and to his agents, who are merciful to animals. Animals are as capable of feeling pleasure and pain as we are ; but they are not on a level with us, as they have no moral faculty, and cannot distinguish right from wrong. Men do not like cruel treatment from others, and it is the same with the dumb animals. A Newfoundland dog, if well-fed and treated with kindness, will naturally be attentive to his master's wants. He will willingly learn to perform tricks, to carry things in his mouth, for his master, from one place to another, to rescue persons from drowning, etc. Such a dog will be very useful in many ways. But if he is ill-fed and cruelly abused, he will become savage and hate his master. He will generally try to avoid him, and will not

be faithful in his duties. He will be unwilling to be trained, and will be called stupid. Such a dog as that, will become almost worthless through the ill-treatment of his master. If you want a good, gentle and intelligent horse, just the one for ladies' use, never treat him with cruelty. Don't beat him and ill-feed him, lest he become a vicious and kicking horse. A much-petted horse, at large in a pasture, will not run away at the approach of his master. When his master calls him by name, he will run up to him, but a much-whipped horse is hard to catch when he is wanted.

A certain man had his heavily loaded wagon sunk deep in the mire on the road, and his horse having been cruelly abused, refused to go any farther. In spite of his master's yelling, and the whip-lashing on his body, he kept his ground stubbornly. A gentleman who witnessed this scene from a distance, came up to him. The gentleman told the other that he could make the horse draw the wagon out of the mud quicker than the owner could. The owner would not believe it, and asked him to try it. Accordingly, the gentleman went up to the horse and patted him caressingly, saying kind words to him. In the meantime the owner had been told to get behind the wagon and push it. The kind man took the horse by the bridle and led him away, much to the astonishment of the owner. The kind act of the gentleman made the horse draw the wagon out of the mire. Thus you see that kindness is very powerful. It goes far towards making a heavily loaded wagon draw easily, while an inhuman jerking of the bits and much use of the whip, make the horse stubborn and desperate.

I, therefore, conclude that kindness is the most powerful instrument we have to develop the minds of animals. First teach an animal to love you, and then you can teach him anything else.

HENRY SCHANCK.

NIAGARA FALLS.

Among the great cataracts of the globe, that of Niagara stands pre-eminent for the enormous volume of water that flows over so high a precipice. There are many cataracts which descend from greater heights, but the sublimity of Niagara is in the vast powers displayed by a mighty river descending the long rapids and finally plunging, in an unbroken sheet, into the deep abyss below. The height of the Falls is 165 feet, the water is tossed tumultuously about and forms great whirlpools; but, dangerous as it appears, the river is crossed by small boats. This river below the Falls is crossed by a suspension bridge, from which one of the finest views of the cataract is obtained. It was finished in 1869, at a cost of \$175,000. It is 1,019 feet from cliff to

cliff, 1,268 feet from tower to tower, and is a very remarkable structure.

During the winter, Niagara changes her dress, but only to pass from one kind of sublimity to another. When the sun shines on the frozen spray, which lies on every thing near the Falls, it glitters like many thousands of tiny diamonds. The beauty of this scene dazzles us, so that we can hardly see. Many thousands of people cross the ice-bridge every year, on account of the fine view.

Niagara is sublime. The best and most gifted authors have tried to describe its wonders and have failed. How should I hope to do more than they ?

To be appreciated, it must be seen. An educated man, who had travelled much, told me that when he first saw Niagara, his only feeling was one of intense disappointment. His active imagination had conjured up something different. Another look pleased him more, and with each succeeding hour the Falls grew in splendor, so that he lingered weeks before he could drag himself away, leaving with the feeling that he had been getting acquainted with one of God's greatest wonders.

Sometimes a pretty rainbow can be seen over the water similar to that in the sky during a shower or after a storm. Its colors are just lovely, and are caused by the sun shining on the spray in the air. It is one of the most beautiful sights I have ever seen.

People who can hear, tell me that the noise of the Falls is like perpetual thunder. But, while we can never hear the beautiful sounds of the water, the sight of Niagara is enough, without any of the sounds, to impress one with a sense of the power of God.

SARAH B. FISHER.

FLORENCE NIGHTINGALE.

This heroic woman, who devoted herself to the alleviation of the sufferings of humanity, was born in Florence, and was named after that fair city of sunny skies and balmy climate. She was the youngest daughter of a distinguished banker, and from her childhood she exhibited a sympathy for the weak, the suffering, the destitute and the desolate. She had a highly finished education, but her favorite study was the methods of caring for the sick. When she grew to womanhood, she visited numerous hospitals, and at the celebrated German Lutheran Hospital went through a regular course of instruction, and practiced for months, day and night, caring for the sick and afflicted. She won the highest honor, in this special course of training, that any woman had ever attained, and she was fitted by experience for the noble mission to which she was called in the Crimean War. With her, to hear of misery was to wish to relieve it, so that when word came

to England from the far off Crimea of the sufferings of the sick and wounded soldiers, and that—

“There was lack of woman’s nursing,
There was dearth of woman’s tears,”

she immediately started for the seat of war at the head of thirty-seven female nurses. The success of her noble, disinterested labor, can be best described in the words of one poor sufferer, who said: “When silence and darkness had settled upon us, and all the other medical officers had been relieved, Florence Nightingale, dressed in white, holding a little lamp in her hand, might have been seen gliding from one couch to another, speaking and performing deeds of comfort, and the sufferers, in their depths of gratitude, kissed her shadow as it fell upon the wall.”

At last she suffered from a severe attack of fever, and her health was so impaired by it that she was compelled to resign her position in the hospital and return to England. On her arrival, Queen Victoria made her a handsome present, and as a further token of appreciation and admiration for her noble, self-denying conduct, offered her honors, but these she declined.

England may well be proud of Florence Nightingale, whose life has been—

“A noble type of heroic womanhood.”

When the Charge of the Six Hundred and the immortal poem on it shall have become a dim memory of the past, Florence Nightingale will still be held up as an example of all that is tender and brave in woman.

ELLA DILLINGHAM.

The exercises of the pupils were brought to a close by the following oration, on the Limitations Imposed by Deafness, with the Valedictory Address, delivered in signs by Elmer E. Smith, and interpreted, *pari passu*, by the teacher of the High Class.

ORATION AND VALEDICTORY.

“*The Limitations Imposed by Deafness.*”

A few weeks ago, the city laid aside its business to celebrate the opening of the East River Bridge. The booming of cannon, the shrill whistles of steamers and the rush of rockets, hailed this marvelous structure all day long. We are justly proud to say that we have the largest suspension bridge in the world. No engineer, before Civil Engineer Roebling, had reached this summit of mechanical achievement. Less than one hundred years ago, the idea of building a bridge of this kind was ridiculed, but art and science have wrought great wonders since that time. In the memory of men still living, Stephenson, the

greatest living engineer, had declared that "the principle of the suspension bridge could never safely be applied to bridges of large size." But when he came to see the site of his own greatest bridge near Montreal, the train that carried him rolled safely across the Niagara on a suspension bridge. The genius of a Roebling had wrought what he pronounced impossible, and has passed on from one height to another—from the Niagara to the East River. In the face of this example, who dare say aught is impossible to American genius and American patience? These bridges stand as monuments to show that while Americans can create, they are not the less able to adopt and improve the noble ideas of others.

Knowledge is power. Without it, barbarity would exist in all parts of the world. Ignorance loves darkness; knowledge loves light. Ignorance does evil in the world; knowledge does good. In ancient times, education was confined to few people of high social standing; the rest were excluded from enjoying its benefits. The children of darkness and silence, the blind and the dumb, were looked upon as degraded and inferior. They were thought to be intractable, and were slaves to the Goddess of Ignorance, who reigned over them, till fifty years after the eighteenth century had dawned. The Abbe de l'Epee, of France, was the founder of a school for the deaf and dumb. He rescued hundreds of them from the bondage of ignorance. His name is immortal, and is held in profound gratitude by all educated mutes. But for him, they too might never have been enlightened. Existence would be anything but happy to them, as they would constantly wonder whence they came, what they were, and where they would go when they died. They would be burdens not only to themselves but to the public. Happily, such is not the case. Hundreds of schools have been established for the intellectual and moral welfare of the deaf, both in the Old and New Worlds where the Way of Life is disclosed to them. Thousands of them are independent, and moving in good society.

In those days, the telegraph and steamship were not invented, and news traveled slowly. But when the news of this great benefit to a whole class of human beings reached America, it touched the hearts of warm-hearted men, who determined, that though it was not their invention, they would use it, and improve it, too, for the benefit of American mutes. Thomas H. Gallaudet, Laurent Clerc and Harvey P. Peet, father of our present Principal, deserve honorable mention here. The first named gentleman, having previously acquired a knowledge of the art of teaching the deaf in France, through the kindness of the Abbe Sicard, who succeeded the Abbe de l'Epee on his death, was the means of establishing the first institution in America. It was called "The American Asylum for the Deaf and Dumb." Gallaudet

brought with him, when he left France, Laurent Clerc, a young mute, to aid him in his noble efforts to enlighten the deaf in America.

It is said that great enterprises grow slowly. No one could predict the splendor of ancient Rome from a view of the first collection of huts on the Tiber. So it was with this Institution. In its youth, it was weak. The American Asylum so far outshone it, that many forgot that there was a New York Institution. It was not until Harvey P. Peet, who had previously acquired the sign-language at the American Asylum, became the sole head of this Institution, that it began to flourish. We take pride in saying that it is now one of the largest institutions in the world, and that it has educated more mutes than any other. An institution more beautifully situated, surrounded by so great a variety of picturesque scenery, can not be found elsewhere.

But time flies, and I must hasten on. We, too, though deaf, are American freemen. The same blood flows in our veins as in those of our speaking brethren. We breathe the same air, we are moved by the same impulses, and, thanks to you, gentlemen of the Board of Directors, we enjoy the same advantages of education. I stand here to-day, deaf since four years of age, to say that deafness, though a heavy burden in the race, does not bar my class from any honorable pursuit.

In law, the inability to deliver an oration may seem a fatal obstacle, but a mute, by study, could take up many of its specialties.

In medicine, it may be said that the mute would be at a disadvantage. So would he, but blind men have become doctors, and so might deaf ones.

I could take up other arts and handicrafts, and show that some degree of success is open to us in all, with perhaps the single exception of music, but I must pass on to the sad duty which specially falls to my lot to-day.

Honorable Gentlemen of the Board of Directors:—You are the representatives of the foundation of the progress and prosperity of this Institution. Long ago, we came to it entirely uneducated, but, thanks to you, to-day we leave it, enlightened. The value of education is beyond the price of diamonds or rubies. No one could be really happy without it. Here we have been educated and armed for the battle of life. To-day we go forth into the struggle and bustle of the world. It has been our pleasure to see your benevolent and benignant faces at the annual meetings in the past. It is with regret that we say that although we may not meet again, the Class of '83 will ever cherish your memory with boundless gratitude. In "that bourne whence no traveller returns" rich rewards await you for your valuable services to the deaf and dumb. May the God of Love maintain you long for the

welfare of the children that may come to this grand Castle of Silence to be brought into the light of knowledge. Farewell.

To the Principal, Professors and Teachers:—One of the greatest blessings conferred on mankind is a good education. Through your efficient aid, we have obtained this boon. We have passed through many discouragements, difficulties and sore trials in our studies, and you, like ministering angels, have always been strenuous in your efforts to help us. The Class of '83 join in thanking you again and again for your kind assistance. We wish you abundance of success and happiness in life, and hope that you will be long spared to glorify your Maker by your devotion to your blessed work among the silent. We bid you a tender and affectionate adieu.

To the Superintendent and Officers of the Administrative and Industrial Departments:—To-day we pass from under your parental care forever, but your kindness and assistance will ever be remembered. You have been most considerate in all your intercourse with us. We, with the blessing of good health and the knowledge of a trade, are ready to step into the world to battle with life. Our success in the struggle depends, to a great extent, on our physical and mechanical development, as well as our brain development. Farewell.

Graduating Classmates:—The time for leave-taking, and heart-rending words of farewell has come. To-day the last lingering tie which has bound us so firmly together, is to be severed by the hand of fate. It is sad to think we must leave our *Alma Mater* forever, which has become "sweet home" to us. Here we have spent many happy days together. May your lives be happy and prosperous, but in all its pleasures, remember that we owe everlasting gratitude to the Board of Directors, Principal, Teachers and Officers of this Institution. To-morrow we shall scatter far and wide. The way of life is full of hardships. Let us look on to the bright side of it, and meet it with a brave heart. Let us lead upright and honorable lives, and win the respect and esteem of the hearing world, for the honor of our *Alma Mater*. If we do not meet again in the "vale of tears," may we all meet at the Throne of God. Farewell! A long farewell!!

ELMER E. SMITH.

Words appropriate to the occasion were written with the type-writer by James H. Caton, as follows :

"**LADIES AND GENTLEMEN:**—Another academic year closes to-day and hails the commencement of a new year of life. Vacation from study, recreation after days of thought and mental labor, are about to begin,

for nearly five hundred deaf-mutes, who call this Institution *Alma Mater*. Three of them are totally blind as well as totally deaf. Three others are so nearly blind that they cannot be taught in the ordinary seeing classes. Six blind deaf-mutes! Blind and hopeful—deaf and happy. Why hopeful? Why happy? Because Jesus of Nazareth has passed by. He has touched our blind eyes, he has thrilled our deaf ears, and we know him for what he is—our Lord and our God. This Institution is His Institution. Its teachers are His apostles. Here we find the proof he gave of His Messiahship to the disciples of John, the Baptist, ‘The blind see, the deaf hear, and the poor have the gospel preached to them.’

“Poor, indeed, are all deaf-mutes with the poverty which comes from being stripped by the loss of hearing of all that makes life a blessing. But this Institution takes from them the curse of poverty and gives to them the same opportunities that hearing persons enjoy. To many of such is this day the commencement of a life which is to prove their manhood, to establish their rights, to justify the State in what it has done for them, and to cheer the hearts of those benevolent men who have given of their time, of their substance, of their wisdom and of their influence, to the sustaining of an institution which means to the deaf life, happiness, success and hope.”

In accordance with the programme, the special reports which follow were read, and at the same time translated into signs for the benefit of the deaf, by the Principal:

NEW YORK, June 25, 1883.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—At the request of Mr. F. D. Clarke, it was my pleasure, on Thursday last, to examine the High Class, now under his care. Although realizing the obstacles to be overcome in teaching persons deprived of hearing and speech, I almost forgot these limitations in witnessing the proficiency of the pupils, and the evident diligence, patience and skill of the teacher.

The course of study, which would generally be supposed beyond the capacity of deaf and dumb scholars, consisted of chemistry, geology, logic, English composition, arithmetic, geography and moral science. One member of the class has also pursued, as an independent study, the Histories of Greece and Russia.

The exercises in composition, showed a ready command of words and ideas. The scholars had evidently been taught to think. An occasional mis-spelled word showed how much we are dependent on the sound of words for skillfulness in spelling.

The examinations in chemistry, geography and arithmetic, were highly satisfactory. Experiments in chemistry being accurately described, and symbols correctly given ; and the examples in arithmetic as far as the square root, rapidly and correctly performed ; the boys showing here greater proficiency than the girls.

In the science of logic, which would seem to present insurmountable obstacles, the class has made commendable progress. The pupils showed that they had been trained in making nice distinctions between modes of thought, and in the putting of syllogisms into the form of a diagram, representing the minor, middle, and major terms, and their relative positions to each other.

Astronomy had been thoroughly studied by the class, and the questions put to them by Prof. Clarke revealed an excellent knowledge of the movements and relations of the heavenly bodies, and also the theory of creation and the nebular hypothesis.

The class was not examined in moral science, as they had only been studying it about six weeks, and that, during the necessary preparation for examination. A number of questions on subjects not especially studied, were given to the class and promptly answered, showing a good degree of general information.

The examination, as a whole, was extremely gratifying, and revealed an intellectual training of the highest order. Prof. Clarke and his predecessor, Prof. Jenkins, are to be congratulated on the evidences of their skill and devotion in teaching, and the pupils commended for their patient fidelity to study, as seen in the proficiency of the High Class of 1883.

Very respectfully yours,

BISHOP FALKNER.

The resolutions adopted by the Board of Directors were as follows :

PREAMBLE AND RESOLUTIONS.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose ; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz. :—

Frank D. Bouck,
Julius Burkhardt,
Peter Butterly, Jr.,
Thure E. Carlman,
Frank Ecka,

Powell Rosenecter,
Frank E. Russell,
Richard M. Sexton,
James W. Stratton,
Charles T. Thompson,

Paul Engle,
 George E. Fenton,
 William H. Flanagan, Jr.,
 Maxyea Fried,
 Abraham Hanneman,
 John W. Jeynes,
 John Kansriddle,
 Edward McKerahan,
 William McVea,
 Andrew McDonald,
 John Mooney,
 William Morris, Jr.,
 Charles F. Mull,
 William H. Rose,

Oscar J. Totten,
 Henry C. Valentine,
 Eugene A. West,
 Lister Woodin,
 George W. Wormeth,
 Almeda M. Austin,
 Catharine Baldwin,
 Mary E. Cheek,
 Lorena Conklin,
 Matilda Horle,
 Annie C. Kugeler,
 Rachel Marks,
 Anna Rinneberg,
 Isabella S. Van Varick,

Bertha Vogel,

who have completed, or, within the coming academical year, will complete the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

Resolved, That the said pupils be, and they are hereby, recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, from and after the expiration of their several terms, agreeably to the existing provisions of law.

Resolved, That the following named pupils, the terms of whose appointment has expired, or during the coming year will expire, be and they are hereby, recommended to the Superintendent of Public Instruction to be continued under instruction :—

James Hayes, 2 years and 5 months ;

Edith Babcock, 14 months and 18 days ;

Bertha Peterson, 5 months and 5 days ;

to make up time lost by reason of absence from the Institution.

Resolved, That

John R. Becker,
 Ulysses G. Dunn,
 James B. Lloyd,

William G. Shanks,
 Anna Marks,
 Eugenia Rogers,

Catharine Sheik,

who have completed, or, during the coming year will complete, the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby, recommended to the Superintendent of Public Instruction to be selected for admission to the High Class on the expiration of their several terms.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship and character be given to the following named pupils, who have successfully completed a course of five years' instruction, viz. :—

Frank D. Bouck,
Julius Burkhardt,
Peter Butterly, Jr.,
Thure E. Carlman,
Frank Ecka,
Paul Engle,
George Fenton,
William H. Flanagan, Jr.,
Maxyea Fried,
Abraham Hanneman,
Peter E. Matthews,
William H. Rose,
Powell Rosenecter,
Frank E. Russell,
Richard M. Sexton,
James Wells Stratton,
Charles T. Thompson,
Oscar J. Totten,
Henry C. Valentine,
Eugene A. West,
Lister Woodin,
George W. Wormeth,
Almeda M. Austin,

Edward Howard,
John W. Jeynes,
John Kansriddle,
Charles Kiesewetter,
William McVea,
Andrew McDonald,
Edward McKerahan,
John Mooney,
William Morris, Jr.,
Charles F. Mull,
Catharine Baldwin,
Johanna Buss,
Mary E. Cheek,
Lorena Conklin,
Ada D. Caldicott,
Elizabeth A. Coppock,
Ida Day,
Matilda Horle,
Annie C. Kugeler,
Rachel Marks,
Jane Morrison,
Anna Rinneberg,
Isabella S. Van Varick.

Bertha Vogel.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz. :—

John R. Becker,
Thomas Bentley,
Ulysses G. Dunn,
Thomas Jamieson, Jr.,
Peter Kinney,
James B. Lloyd,
Gifford J. Noble,
George Perkins,
Elizabeth O. McMillen,
Eugenia Rogers,

Louis Reinbold,
William G. Shanks,
John Vallyely,
Joseph Wagele,
Maria Croak,
Helen E. Housel,
Anna Marks,
Grace Mills,
Catharine Sheik,
Carrie E. Sprague,

Sarah A. Stebbins.

Resolved, That diplomas be given to Louis Brede and Peter Brede, who have completed a supplementary course of three years' study in the ordinary branches, and to Henry Schanck, who has pursued a partial course of two years' study in the High Class.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz.:—

Myra L. Barrager,
Anna C. Bryan,
Ella Dillingham,

Sarah B. Fisher,
William Ennis,
Elmer E. Smith,

Charles D. Newton.

Resolved, That the Frizzel prize, for unremitting effort and successful attainment, whether in language, signs, poetry or other studies embraced in the intermediate course, be awarded to Sarah C. Heller.

Resolved, That the Cary Testimonial be awarded to Ulysses G. Dunn, for superiority in scholarship and character.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation shall be found to have attained the highest comparative excellence in character and study, be awarded to Elmer E. Smith.

Resolved, That the Demilt prize for character and scholarship, be awarded to William Ennis and Sarah B. Fisher.

Resolved, That a special prize for extraordinary ability to interpret thought by the sign-language and by artistic delineation, be awarded to Ella Dillingham.

Resolved, That from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the department of art:—

1. Prize for oil painting, to Emily A. Wells.
2. Prize for oil painting, to Myra Croak.
3. Prize for oil painting, to Frances Hawkins.
4. Prize for water colors, to Herman Zorn.
5. Prize for water colors, to Charles T. Thompson.
6. Prize for water colors, to James W. Stratton.
7. Prize for painting on satin, to Sarah B. Fisher.
8. Prize for painting on satin, to Emily A. Wells.
9. Prize for pencil drawing, to Geo. W. Odell.
10. Prize for pencil drawing, to Edith Babcock.

Resolved, That the Dennistoun prize, for superiority in English Composition, be awarded to Anna C. Bryan.

Resolved, That the Holbrook gold medal, for highest excellence in all the studies pursued in the High Class, be awarded to Myra L. Barrager.

All of which is respectfully submitted.

CHARLES A. STODDARD, *Chairman.*

AVERY T. BROWN,

WILLIAM M. HALSTED,

C. H. PARKHURST,

S. H. WESTON.

REPORTS OF COMMISSIONERS OF THE BOARD OF DIRECTORS, OF THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, TO THE INTERNATIONAL CONFERENCE FOR THE AMELIORATION OF THE CONDITION OF DEAF-MUTES, HELD IN BRUSSELS, BELGIUM, AUGUST 13TH, 1883.

I.—REPORT OF REV. C. A. STODDARD, D.D.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—Under your appointment, as a representative of the Board, I attended the Third International Congress for Ameliorating the Condition of Deaf-Mutes, which held its sessions in Brussels, beginning Monday, August 13th. The Congress lasted a week. Its sessions were held in the Palace of the Academy, a noble building, and the hall in which the delegates met was adorned with elegant frescoes representing the arts and sciences, and had admirable arrangements for the Congress and its committees.

The venerable Monseigneur Hearne, of the Royal School at Brussels, was chosen President of the Congress, and a Vice-President and Secretary were chosen for each language. The English-speaking delegates were represented by Mr. G. G. Hubbard, of America, and Professor Kinsey, of Ealing School, England. The chief teachers of deaf-mutes in England, including Mr. Elliott, of the London Institution in Old Kent Road, Dr. Buxton, Messrs. Stainer, Schenteil, Von Praag, White and others, Mr. and Mrs. Ackers and Miss Hull, were present. American institutions for the deaf and dumb were represented by Mr. Hubbard and Miss Yale, from the Northampton School ; and by Drs. C. A. Stoddard, I. L. Peet, and Thomas Gallaudet and Professor Gamage, of the New York Institution. Mrs. Peet, the accomplished deaf-mute wife of Dr. Peet, and Mr. Theodore Peet, of Berlin, were also present and took part in the proceedings of the Congress.

His Majesty Leopold, King of Belgium, attended the first session of the Congress after its organization, and in an appropriate address expressed his sympathy with the object of the Congress, and welcomed the members from various nations. There were delegates from Germany, France, Italy, Spain, Norway and Holland, as well as from England and America. The questions proposed for discussion had reference to the improvement of existing systems of teaching, the internal

economy of institution, the best methods of training teachers, the establishment of normal schools and varied industries among the deaf and dumb. The discussions took a wide range, and sometimes led to violent opposition, especially among the French-speaking members, but the votes which were taken reflected in general the sentiment of the assembly upon each subject. Perhaps the most valuable work of the conference was performed not in debate, but in the visits which were paid to the different deaf-mute schools in Belgium by invitation of their directors. Thus excursions were made to the institution presided over by the Abbe Cyrille, in Brussels, a model school of about one hundred pupils; to the school at Ghent, where instruction is given in trades and agriculture, as well as in the school-room; and to the schools at Bruges and at Antwerp. At the Royal School, in Brussels, an exhibition of the deaf and dumb, and of the deaf, dumb and blind, was given, which deserves unqualified praise.

In all of these institutions the deaf and dumb are taught to speak and to read the lips. Signs are not used in teaching (except to a limited extent in the Royal School), and the whole mind of the teacher is concentrated upon an effort to instruct the dumb to speak *orally*, and to read words from the lips of other persons. The success of the first of these efforts is undoubted. Single pupils and whole classes in each of the schools, spoke plainly and correctly. The voice was often unpleasant and monotonous, but any one could understand what was said. Success in lip-reading did not seem to be at all equal to that in vocalization.

At the Royal School exhibition a dozen pupils sang a concerted piece, and beat time with their hands. These pupils may have had some faint memory of sounds or a slight ability to hear, but the performance was truly wonderful, and entirely agreeable to the listener.

The class exercises did not show a mental development equal to that attained in our American institutions, but it was evident that the aim of all the schools was to remove the obstacle of dumbness rather than to impart general instruction of an advanced character.

The excellent work done in the gardens connected with the various schools, as well as in their shops, excited the admiration of the foreign delegates; and the neat and orderly appearance of buildings, the good discipline of the pupils, and the excellent arrangements for health in many of the schools, especially that of Abbe Cyrille, near Brussels, were commended by all.

The deaf-mute schools in Belgium are under the charge of priests and sisters of religious orders, and the Roman Catholic religion is zealously taught in them all; but a more sincere, devoted and unselfish band of men and women who are engaged in benevolent work, does not exist in any country.

In company with Dr. Peet, I visited the Royal School of Berlin, under the direction of M. Treibel, one of the ablest living teachers of deaf-mutes. The system of teaching in this Institution is entirely by means of oral speech, and the pupils are taught to read upon the lips. the classes are limited to ten pupils, and the whole time of a first-class teacher is given to the instruction of a class numbering sometimes only seven or eight. But the results correspond to the provision made, rapid and intelligent progress being made by the pupils. The thoroughness of the instruction was evident, and the system, as pursued in the Royal Institution of Berlin, is an unqualified success.

As the result of my visit to the Congress, and the deaf-mute schools on the continent of Europe, I urge the Directors to extend oral instruction and instruction in lip-reading to every child under our care. If, upon a thorough trial, it proves impossible in any case to teach a deaf-mute to speak so that he can be understood by hearing persons, or if from defective vision he is unable to read the lips, we can resort to the manual alphabet or the sign-language for his instruction. With the results attained in Europe by the oral method before us, it seems to me unwise and unfair to our pupils and to the state, to cling to the sign-language as the best method of instruction. I would not advise the hasty discarding of the manual alphabet, but the opinion which I expressed three years ago, that the dumb should be taught not to make signs, but to *speak* and to read the lips, is strengthened by my recent visit.

I would also urge upon the Directors the importance and utility of giving, under a competent gardener, thorough instruction, to such boys and girls as may be selected for the purpose, in floriculture and fruit-raising. These things are taught successfully and profitably in many of the foreign schools. Our agricultural teaching is of the rudest sort, and does not compare with the teaching given by us in the trades.

Thanking the Directors for the honor of representing the Board at the Brussels Congress,

I remain, very sincerely, gentlemen,

Your obedient servant,

CHAS. A. STODDARD.

II.—REPORT OF REV. THOMAS GALLAUDET, D.D.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—Having the honor of representing you as a delegate to the International Convention of the Teachers of Deaf-Mutes, held in

Brussels on the 13th of August, 1883. I would respectfully make to you a brief report as to its proceedings.

The sessions were held in the Palace of the Academy, and were brought to a close on Saturday afternoon, August 18th. A visit was received from Leopold II., the King of Belgium, who made an address of welcome and congratulation. There were in attendance upwards of two hundred representative men and women engaged in instructing the deaf, in different nations in Europe, besides quite a number of distinguished persons attracted thither by their general interest in educational matters. At intervals during the sessions, the members visited the institutions for deaf-mutes in Brussels, Ghent and Antwerp, and witnessed some very gratifying results of the oral system.

The Convention was principally engaged in practical questions as to the number of pupils a teacher ought to have, whether trades should form a part of the school education, and what should be done with adult deaf-mutes after they have finished their school days.

The business of the Convention proceeded slowly, as it was necessary to have translations from one language to another. With differences of opinion as to the methods, there seemed to be an earnest desire on the part of all the members to benefit, as much as possible, the pupils of their various institutions.

With great respect for all who are so earnestly contending for the superiority of the oral system, I saw or heard nothing to unsettle my confidence in the combined system pursued in our own Institution.

The language of motion addressed to the inner life through the eye, is analogous in its effects to the language of sound addressed to the ear, and is an important element in the spiritual culture of the children committed to our care. We have reason to be thankful that in our beloved country deaf-mutes are more generally educated than in Europe. This is owing to the liberal provision which is made for the support of our institutions by the various State Legislatures and by Congress.

Yours very respectfully,

THOMAS GALLAUDET.

APPENDIX.

TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September, and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at any time, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Applications regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected

and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made, in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence, town, county, State.
3. When was he born ?
4. Where was he born ?
5. Was he born deaf ?
6. At what age was hearing lost ?
7. By what disease or accident did he become deaf ?
8. Is the above the physician's opinion ?
9. Is the deafness total or partial ?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result ?
11. Have any attempts been made to communicate instruction ?
12. Is there any ability to articulate or read the lips ?
13. Is he cleanly or otherwise in habits ?
14. Has he any acute disease or received any bodily injury ?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?
16. Has he shown any signs of mental imbecility, idiocy, or insanity ?
17. Has he ever used ardent spirits, opium or tobacco ?

18. Has he ever been vaccinated or had the small pox ?
19. Has he had the scarlet fever ?
20. Has he had the measles ?
21. Has he had the mumps ?
22. Has he had the whooping cough ?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?
24. Are there any other cases of deafness in the family, among relatives or ancestors ?
25. What is the name of the father ?
26. Where was he born ?
27. What is the name of the mother ?
28. Where was she born ?
29. What is the name and post-office address of the correspondent ?
30. What is the occupation of the father ?
31. Have either of the parents died ?
32. Has a second connection been formed by marriage ?
33. Where the parents related before marriage—*e.g.*, cousins ?
34. What are the names and ages of their children ?
35. What is the pecuniary condition of the parents ? Indigent ? Easy circumstances ? Affluent ?
36. Has he any special mark or peculiarity of appearance ?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given ?

By order of the Board of Directors.

ERASTUS BROOKS,

President.

THATCHER M. ADAMS,

Secretary.

LAWS AND BLANK FORMS.

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An Act relative to the care and education of deaf-mutes."

PASSED APRIL, 29, 1875.

The people of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-mutes in the city of Rome, or in any institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child

has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An Act to provide for the care and education of deaf-mutes").

Passed April 29, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz.: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Contreux St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction*. The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years.

The pupils provided for in this and the preceding section of this title shall be designated State pupils, and all the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, } ss.:
County of , . . . }

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

.....

Dated.....18 .

CERTIFICATE.

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, } ss.:
County of , . . . }

I have this day selected.....of the town of.....county of....., son [or daughter] of.....who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of18 , (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county

of....., in conformity with the provisions of chapter 326,
Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }
..... } *of the town of*
..... }

Dated.....18 .

FORM OF APPLICATION.

*To be sent to the Superintendent of Public Instruction, Albany, in case
of candidates for admission twelve years of age and over.*

The undersigned....., of the town of....., in the county of
....., do hereby certify that.....of said town, is deaf and
dumb. The said.....was.....years of age on the....day of
.....18 ; is of good moral character, free from disease, and
possesses intellectual faculties capable of instruction.

The names of the parents of the said.....are.....;
and the said parents have resided in the State for the last three years.
They respectfully apply for the appointment of said.....as a State
pupil in the New York Institution for the Instruction of the Deaf and
Dumb; and I would recommend the application to the favorable con-
sideration of the Superintendent of Public Instruction. The parents
are unable to provide the said.....with clothing.*

Dated.....18 .

..... }
..... } *of the town of*
..... }

To the Superintendent of Public Instruction, Albany.

* In case the parents are able to provide clothing, the above sentence should be erased.

FORM OF BOND.

Know all men by these presents, that we.....of
in the county of.....and State
 of....., and.....of.....
 in the county of.....and State of.....are
 held and firmly bound unto....., the treasurer of the New
 York Institution for the Instruction of the Deaf and Dumb, and his
 successors in office in the sum of.....dollars, for
 which payment, well and truly to be made, we bind ourselves, our
 heirs, executors, and administrators, jointly and severally, firmly by
 these presents.

Sealed with our seals. Dated at.....this.....
 day of.....A. D....

Whereas.....of.....in the county
 of.....and State of.....has
 been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if
 the above named obligors shall well and truly pay, during the con-
 tinuance of the said....., as such pupil, the sum of
 three hundred dollars per annum for....board and tuition, semi-
 annually in advance, and shall also pay in advance the sum of fifty
 dollars a year for clothing ; and shall also pay on demand all sums
 charged to the account of said.....for money or necessary
 articles furnished to said.....; and shall also pay interest
 on each bill, from and after the time it shall become due, then this
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in)
 presence of)

..... [L. S.]
 .. [L. S.]

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-second and One Hundred and Sixty-fifth streets. The entrance to the grounds is at the corner of Tenth avenue and One Hundred and Sixty-second street, about nine miles from the City Hall.

The Institution can be reached by three lines of public conveyance from the city :

1. By the Sixth or Ninth Avenue Elevated railroads to One Hundred and Fifty-fifth street.
2. By the Third Avenue Elevated railroad to Harlem, and thence by crosstown railroad at One Hundred and Twenty-fifth street, and Elevated railroad to One Hundred and Fifty-fifth street.
3. By the way trains on the Hudson River Railway, from Thirtieth street, stopping at One Hundred and Fifty-second street. The Institution is about half a mile north of this station.

PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election for officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance
the names of its*

MUNIFICENT BENEFACTORS.

EPHRAIM HOLBROOK,	JOHN ALSTYNE,
WILLIAM DENNISTOUN,	SETH GROSVENOR,
ELIZABETH DEMILT,	SIMON V. SICKLES,
MADAME ELIZA JUMEL,	THOMAS C. CHARDAVOYNE,
SARAH STAKE,	JAMES ANDERSON,
SARAH DEMILT,	THOMAS FRIZZELL THOMPSON,
JOHN NOBLE,	THOMAS RILEY,
THOMAS EGGLESTON,	JAMES N. COBB,
SAMUEL S. HOWLAND,	ELIZABETH GELSTON,
THOMAS EDDY,	ROBERT C. GOODHUE,
BENJ. F. WHEELWRIGHT,	DANIEL MARLEY.
MARIA M. HOBBY,	ELIZA MOTT,
BENJAMIN ABRAMS.	

SIXTY-SIXTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

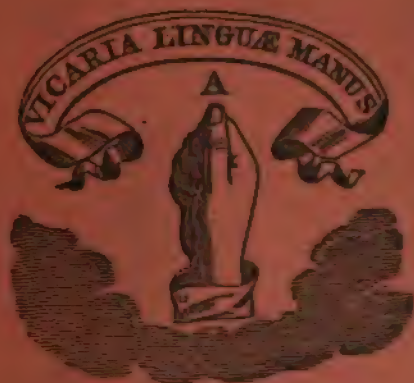
FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK.

For the Year 1884.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

1885.



SIXTY-SIXTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1884.

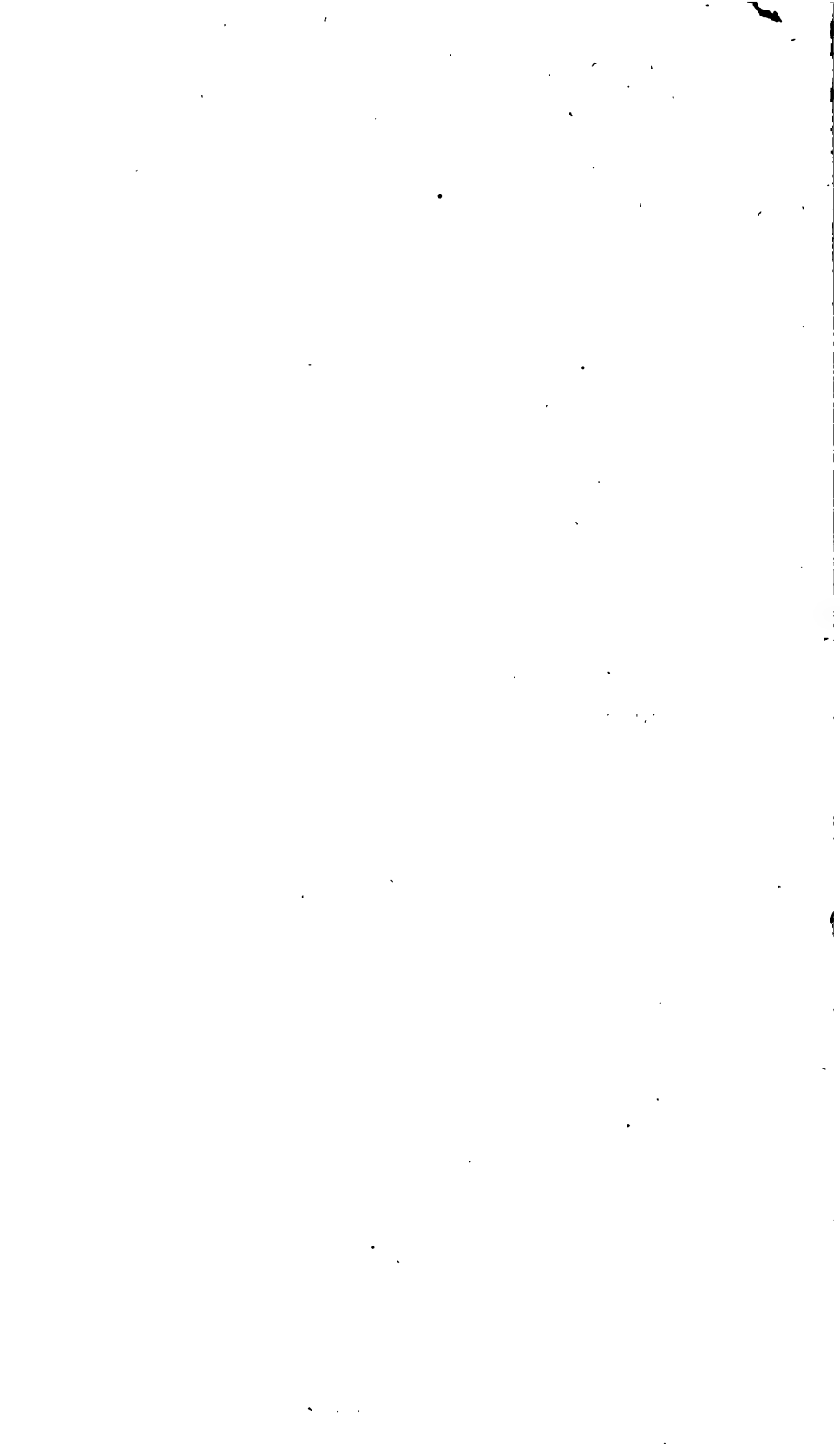


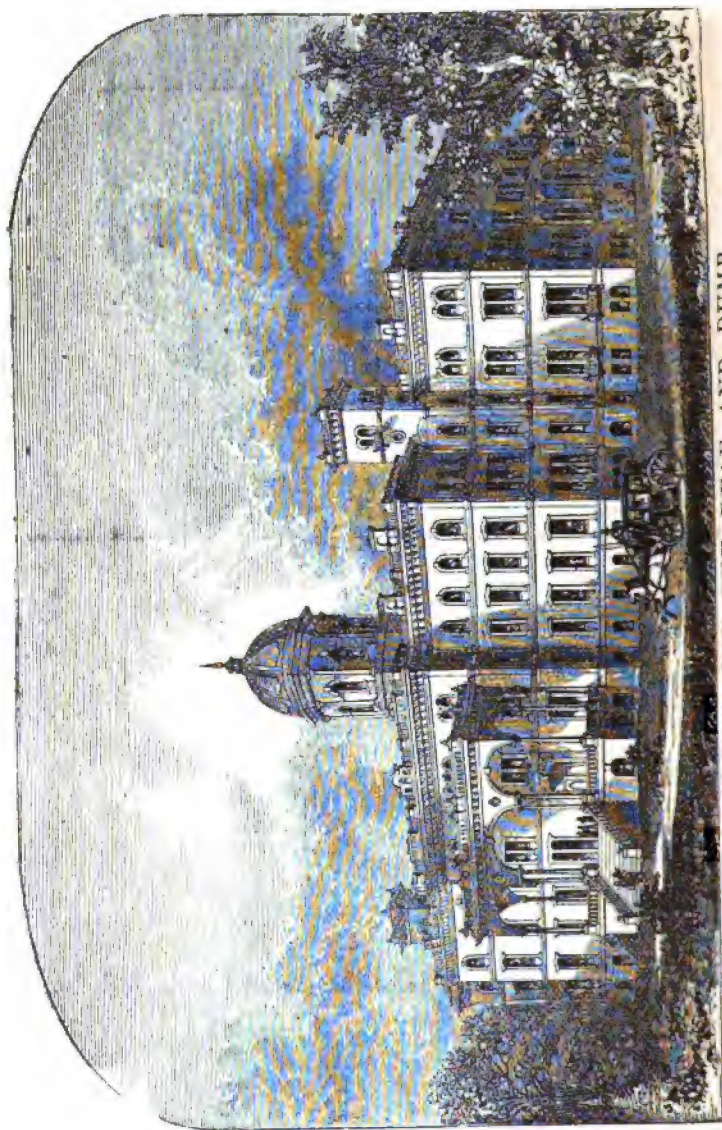
NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

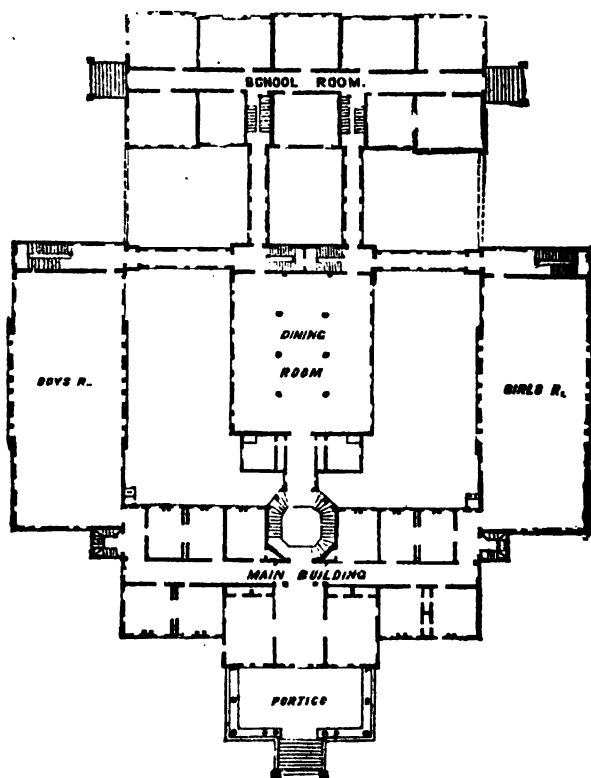
1885.

The Principal



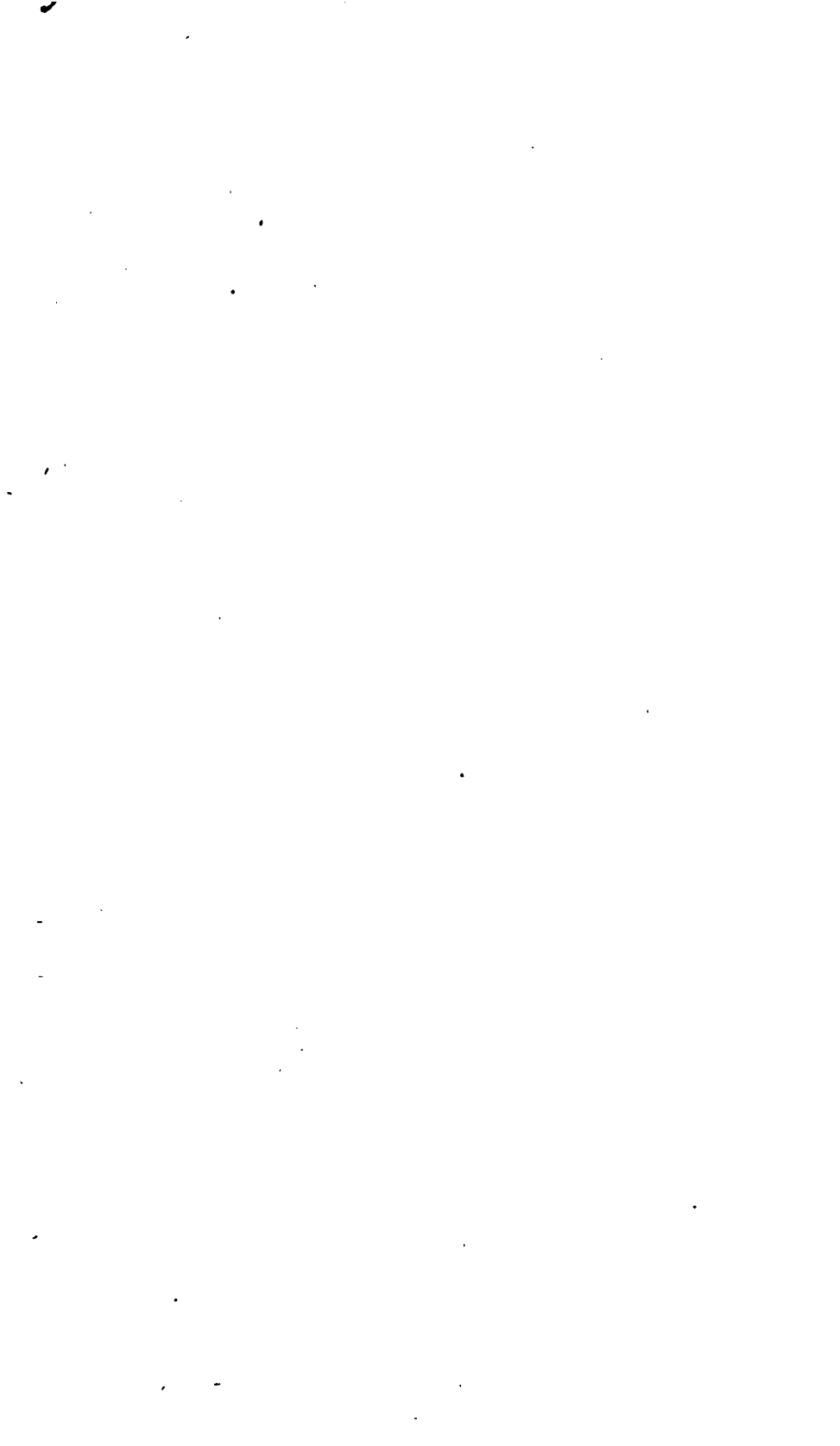


INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.
SCALE.





ALPHABET OF THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z



&c



OFFICERS AND DIRECTORS.

PRESIDENT,

HON. ERASTUS BROOKS.

FIRST VICE-PRESIDENT,

HON. ENOCH L. FANCHER, LL.D.

SECOND VICE-PRESIDENT,

REV. CHARLES A. STODDARD, D.D.

TREASURER,

GEORGE A. ROBBINS.

SECRETARY,

THATCHER M. ADAMS.

First Class—Term expires May, 1885.

REV. THOMAS GALLAUDET, D.D.

DAVID S. EGGLESTON.

BENJAMIN H. FIELD.

WILLIAM FROTHINGHAM, M.D.

JOHN L. TONNELE.

REV. SULLIVAN H. WESTON, D.D.

JOHN T. TERRY.

FREDERIC JAMES DEPEYSTER.

Second Class—Term expires May, 1886.

HON. ERASTUS BROOKS.

AVERY T. BROWN,

HEWLETT SCUDDER.

ALBERT M. PATTERSON,

HON. ENOCH L. FANCHER, LL.D.

REV. CHAS. A. STODDARD, D.D.

WILLIAM A. WHEELLOCK.

EVERETT HERRICK, M.D.

Third Class—Term expires May, 1887.

MORRIS K. JESUP.

JAMES O. SHELDON.

EDWARD M. TOWNSEND.

GEORGE A. ROBBINS.

THATCHER M. ADAMS.

WILLIAM M. HALSTED.

GEORGE F. BETTS.

(One Vacancy.)

STANDING COMMITTEES.

Executive Committee.

REV. CHARLES A. STODDARD, D.D., *Chairman.* JOHN T. TERRY.
 WILLIAM A. WHEELOCK. WILLIAM M. HALSTED.
 JOHN L. TONKELE.
 (The President and Treasurer *ex-officio.*)

Finance Committee.

JAMES O. SHELDON. EDWARD TOWNSEND.
 ALBERT M. PATTERSON.
 (The President *ex-officio.*)

Committee of Instruction.

REV. THOMAS GALLAUDET, D.D. REV. SULLIVAN H. WESTON, D.D.
 EDWARD M. TOWNSEND. JAMES O. SHELDON.
 AVERY T. BROWN.
 (The President *ex-officio.*)

Law Committee.

HON. ENOCH L. FANCHER, LL.D. THATCHER M. ADAMS.
 GEORGE F. BETTS.

Library Committee.

AVERY T. BROWN.
 WILLIAM FROTHINGHAM, M.D. FREDERIC J. DEPEYSTER.

Ladies' Committee.

MRS. BENJAMIN H. FIELD..... *Chairman.*
 MRS. HELENA T. BROWN..... *Secretary.*
 MISS JULIA COOPER..... *Treasurer.*
 MRS. JOHN T. TERRY. MRS. JOSEPH W. PATTERSON.
 MRS. FREDERICK G. SWAN. MRS. EDWARD OOTHOUT.
 MRS. ELLEN WALTER. MRS. CHARLES A. STODDARD.
 MRS. WILLIAM FROTHINGHAM. MRS. ETHAN AILEN.
 MISS ALEXANDER HAMILTON. MRS. HENRY M. DAY.
 MISS JULIA RHINELANDER. MISS HARRIET TABER.

(The Visiting Committee is changed every month.)

Committee on Nominations.

MORRIS K. JESUP. AVERY T. BROWN.
 EVERETT HERRICK, M.D.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

DEPARTMENT OF ARTICULATION, LIP-READING AND AURAL
DEVELOPMENT.

E. HENRY CURRIER.

ACADEMIC DEPARTMENT.

FRANCIS D. CLARKE, M.A., C.E.
IDA MONTGOMERY.

MALE GRAMMAR DEPARTMENT.

FRANCIS D. CLARKE, M.A., C.E.
THOMAS F. FOX, B.A.
WILLIAM G. JONES, B.A.
CHESTER Q. MANN.
JOSEPHINE F. RINTOUL.

FEMALE GRAMMAR DEPARTMENT.

JOSEPHINE L. ENSIGN.
IDA MONTGOMERY.
JANE. T. MEIGS.

MALE PRIMARY DEPARTMENT.

CHAS. W. VAN TASSELL.
LUANN C. RICE.
ELIZABETH MITCHELL.

FEMALE PRIMARY DEPARTMENT.

MYRA L. BARRAGER.

DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

Managing Professor.

MADAME SARAH E. LE PRINCE.

Assistant.

ISABELLA R. CARROLL.

ADMINISTRATIVE DEPARTMENT.

SUPERINTENDENT AND PHYSICIAN.

GEORGE S. KNICKERBOCKER, M.D.,

CONSULTING PHYSICIANS.

WILLIAM FROTHINGHAM, M.D., EVERETT HERRICK, M.D.,

OPHTHALMOLOGIST AND OTOLOGIST.

FREDERICK C. RILEY, M. D.,

STEWARD.

CHAUNCEY N. BRAINERD,

ASSISTANT STEWARD.

W. S. CRITTENDEN.

CLERK.

GEO. P. GREENLEAF.

MATRON.

MRS. SUSAN L. HENRY.

ASSISTANTS.

PRUDENCE LEWIS—Chief Supervisor of Girls.

LOUISA JOYCE—Matron of Primary Department.

HATTIE S. TROUT—Housekeeper.

MRS. ANN L. TURNER—Linen Room.

NURSE.

SARAH A. FRASER.

SUPERVISORS.

WALLACE F. HOWELL.

EDWARD THIMME.

WILLIAM A. EMMONS.

MARY E. MONTGOMERY.

MRS. RACHEL A. COOK.

KATE E. RYER.

JENNIE WILLIAMS.

S. ELIZABETH COOPER.

ENGINEER.

JOSEPH H. BANKS.

NIGHT WATCH.

FREDERICK A. GERLOFF.

VIGO SCHROEDER.

EDITH E. RYER.

INDUSTRIES AND TRADES.

INSTRUCTORS.

PRINTING.

EDWIN A. HODGSON, M.A.

CARPENTRY.

EDWARD CLEARWATER.

CABINET-MAKING.

HENRY INTEMANN.

SHOEMAKING.

JOHN LECHTHALER.

TAILORING.

HENRY ROTH.

GARDENING.

ALBERT METZGER.

FARMING.

JOHN T. ZIEGLER.

BAKING.

THOMAS BEATTY.

DRESS-MAKING.

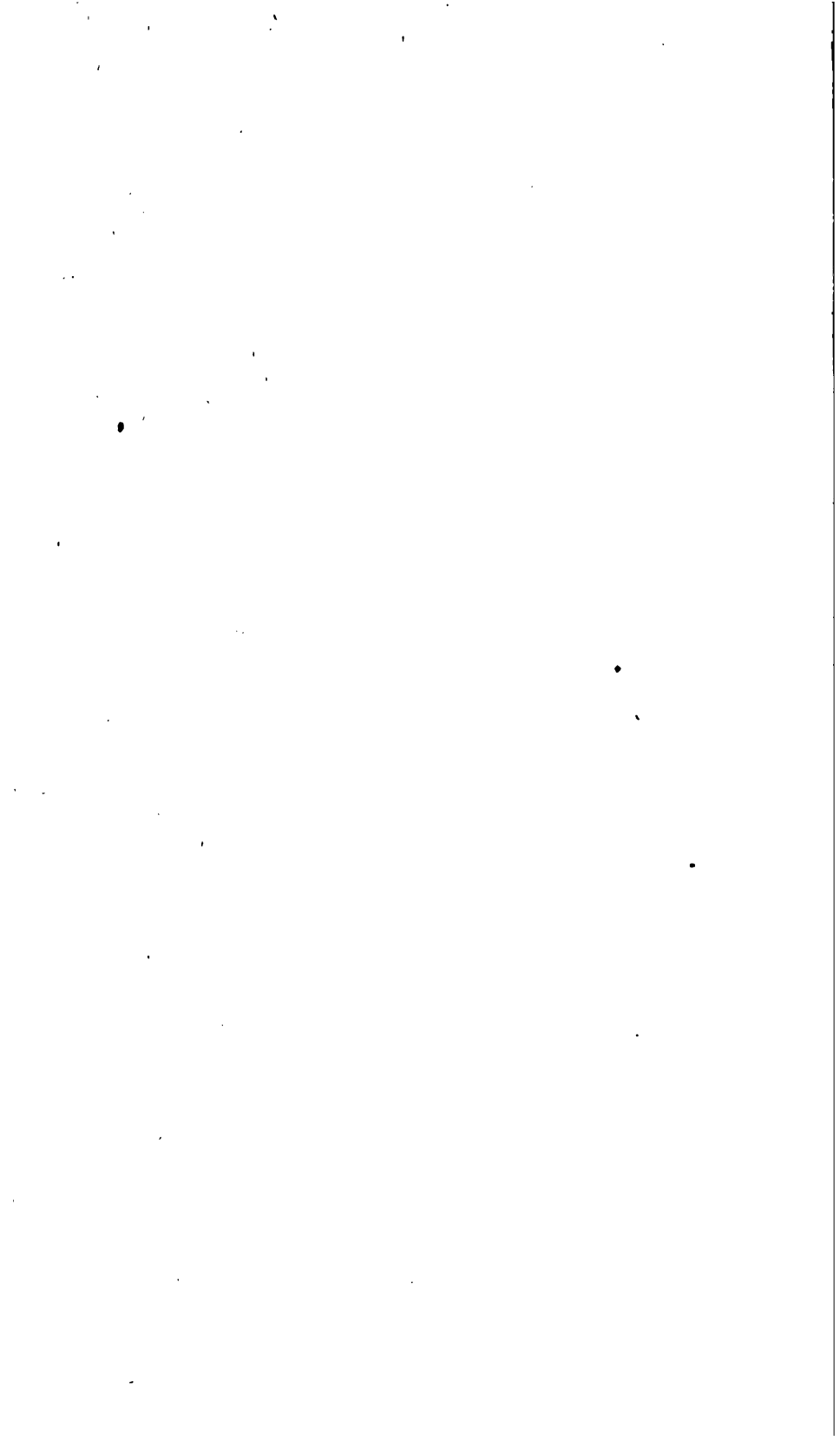
KATE TEERPENNING.

SHIRT-MAKING.

JANE CULLEN.

PLAIN SEWING.

HANNAH BARRY.



SIXTY-SIXTH ANNUAL REPORT.

The Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully present their Sixty-Sixth Annual Report to the Legislature.

The first thought suggested to the Board of Directors is the grateful remembrance to the people of the State through the Legislature for the constant and bountiful provision made for the education and support of the Deaf and Dumb in all parts of the commonwealth. Generally this support comes in the form of State taxation, and only in a limited form is it a direct tax upon the people of the several counties from whence pupils are sent, or may be sent, between the ages of six and twelve years, the State paying for the support of all between the ages of twelve and twenty years. The seven Institutions in the State, of which the New York Institution, represented by us, is the parent of all, open wide their doors to welcome every unfortunate of this class of persons, and they are found in every part of the Commonwealth. All that the State asks is a *bona fide* State residence of three years and minds capable of development.

There is ample room for all, complete support for all, free education, rooms, books and equipment for all, clothing for all in established State Institutions, and for this the Board of Directors tender their thanks to the Executive of the State and the Representatives of the people in the laws now passed, approved and enforced.

In this, the parent Institution, our conviction is that the system of instruction is as complete as in any part of the world. For many years it has embraced the dual methods of teaching by the voice and in the sign language. What there is best in both systems has been and is recommended and adopted with capable instructors in each department, and with this double form of instruction imparted to the same pupils

whenever the dual methods are practicable and desirable. But where the lips can be used to read human conversation or the voice used to give expression by words and sentences, it is observable that the young pupils and those of a mature age resort often, in preference, to the sign-language for inter-communication.

The trials which have been made, however, demonstrate in the school of experience the capacity of most of the pupils to be taught and to learn in both systems.

The sense of feeling is as keen in the deaf and dumb as in those who speak and hear. They can feel a drum beat and keep step to its music, as well as the thunder in the Heavens or the trembling of the earth. What can be done and what is accomplished in teaching the deaf to hear, the dumb to speak, the blind to see, through the sense of feeling, is a part of the work performed in the New York Institution, where there have been for several years pupils triply afflicted in these three misfortunes. In the mysteries of Providence, shown in the works of God to man, we feel, with the examples before us, that nothing tending to complete human development and to effect the melioration of mankind is impossible.

The report of the Principal of the Educational Department, will show in detail the progress made during the year past in the education of all ages and classes of pupils in the two methods of instruction.

A like report will show the work of what is known as the department of administration. This service is directed by a chief officer serving both as Superintendent and Physician. Under it and advising it in the medical service are two consulting physicians who are members of the Board. There are also the Steward, the male and female Supervisors of each department, the Matron, and those employed in the varied and necessary industries of the Institution. Herein, apart from the corps of teachers, is the chief expense of the Institution, and the reports which follow will show the full work of the fiscal year ending September 30th. The Executive Committee have the direction of this department of service subject to the approval of the full Board, and this full approval upon reports made by committees is the uniform practice in the government of the Institution. The Mechanical and Industrial departments of the Institution, it will be seen, show reasonable progress, but in these departments, as in all conditions of human life and work, there is always room for improvement.

Nothing in the history of Education at home and abroad has been more marked or more eventful in results than the instruction of the deaf and dumb. The advance has been from the densest ignorance, dependence and seeming hopelessness of improvement, to those developments in mind and culture which have changed an age and life of

one of almost the highest intellectual attainment, and in very examples, of complete self-support and personal independence.

In the present year, the Board of Directors have given more attention than ever before to the department of drawing and painting, and the department, as far as tried, meets their best expectations. In each of the departments may be found means of self-support, and where there is talent and taste for this work, success is well assured. The pupils show entire devotion to these studies, but only so far as is given to works of art as is not inconsistent with proper attention to the essential branches of learning. Where there is a real taste for this kind of cultivation, the progress made is rapid and satisfactory.

The new department, we believe, will enable us to confer practical instruction upon very many of our pupils. All of them will be taught to draw from nature, and special talent will receive technical and practical training in the various branches of decorative art.

Success already attained, is in the highest degree encouraging, the reputation of Madame Le Prince, the managing professor, who, with her husband, was at the head of one of the most successful art schools of the day, at Leeds, England, gives promise of advanced success. It is expected that these new facilities, so far from increasing the expense of instruction, will diminish it, as it will not be long before our pupils will be able to fill orders that will bring a direct return.

The health of the pupils during the year has been uncommonly good, with very little sickness and no death. During the year, Dr. F. C. Ophthalmic and Aural Surgeon of the Institution, has performed two operations, one of them a case of iridectomy, or the removal of an artificial pupil, the original pupil having been obliterated in the patient before operated upon. The second case was the establishment of a tear passage which was occluded, causing great annoyance by the constant flow of tears. The pupils of this Institution are, as a rule, reported as remarkably free from any peculiar disease of a contagious nature.

The number of pupils under instruction within the year, from October 1, 1883, to October 1, 1884, was 419—to wit: males 270, and females 149. The number of pupils on the school rolls from September 1, 1883, to September 1, 1884, was 399, which also represents the highest number at any one time.

The number of teachers assisting the Principal within the year was 24. From 4 have retired, leaving in active service 15. Of these, 2 are attached to the Department of Art. Ten teach 2 classes each per

day, doing the work of 20 teachers by laboring twice the usual number of hours, and thus enabling 13 to teach 23 classes.

Of the 15 teachers, 7 are males and 8 females. The girls are all taught by persons of their own sex, and in no case are they taught in a class with boys.

The Board, in its full list of twenty-four members, has to record the death, in March, 1884, of WILLIAM H. FOGG, for four years in the service of the Board, and one of its most charitable and valuable members. A proper record of his death will be found in the minutes of March 13th.

NEW YORK, *December*, 1884.

ERASTUS BROOKS,

President.

THATCHER M. ADAMS,
Secretary.

TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1884.

EXPENDITURES.

Groceries and Provisions.

6 barrels.....	\$20 80
powder, soda, etc.....	57 65
barrels.....	65 74
694 quarts.....	82 21
eat meal, 252 pounds.....	9 88
's meat, 118,361 pounds.....	10,074 15
14,973 pounds.....	3,550 96
goods.....	136 30
and freight.....	567 60
622 pounds.....	90 84
d vinegar, 6 barrels.....	54 30
ce, 36 pounds.....	12 36
3,189 pounds.....	441 69
(boneless), 1,175 pounds.....	100 07
rch and tapioca, 120 pounds.....	12 67
ries, 2 barrels.....	13 50
, 1,009 pounds.....	97 05
ruits, 1,438 pounds.....	136 27
310 dozen.....	331 80
g extracts.....	38 03
333 barrels.....	3,316 28
sh.....	617 78
and ginger.....	16 95
.....	11 33
, 18 barrels.....	84 00
salt and yeast.....	47 95
radish, 10 dozen.....	10 00
ried forward.....	\$19,998 16

Brought forward.....	\$19,998 16
Ice, 124,780 pounds.....	255 20
Indian meal, 4 bags.....	7 76
Lard, 1,382 pounds.....	141 33
Lemons and oranges, 7 boxes.....	29 24
Macaroni, 50 pounds.....	5 63
Mackerel, 8½ barrels.....	135 55
Maple syrup and sugar.....	20 33
Milk, 77,618 quarts.....	4,268 96
Molasses and syrups, 1,103 gallons.....	340 11
Mustard, 152 pounds.....	48 36
Oatmeal, 14 barrels.....	95 50
Pears and plums.....	14 46
Peaches, 33 baskets.....	40 90
Pepper, 102 pounds.....	21 70
Pickles.....	30 35
Pork (salt), 2½ barrels.....	45 50
Potatoes, 427 barrels.....	697 05
Potatoes (sweet), 13 barrels.....	40 60
Poultry, 912 pounds....	148 86
Raisins, 11 boxes.....	28 00
Rice, 4,385 pounds.....	303 26
Salt, 21 sacks.....	31 78
Sardines, 325 boxes.....	93 62
Smoked meats, 7,515 pounds.....	870 91
Smoked fish, 38 pounds.....	7 08
Spices.....	11 41
Sugar, 16,593 pounds.....	1,241 79
Sweet oil, 1 case.....	7 50
Tea, 983 pounds.....	287 98
Vegetables.....	29 92
	<hr/>
	29,298 80

Clothing.

Bathing sponges and brushes.....	26 00
Braid, binding and trimming.....	16 78
Buttons.....	20 96
Cambric, 531 yards.....	28 07
Camphor and larkspur seed.....	5 20
Cartage and freight.....	42 25
Cash advanced pupils.....	358 59

Carried forward.....	\$497 85	\$29,298 80
----------------------	----------	-------------

brought forward.....	\$497 85	\$29,298 80
t, 48 yards.....	4 47	
270 yards.....	27 74	
17.....	66 00	
, 9.....	27 10	
elastic and webbing.....	11 99	
(linen), 14 dozen.....	12 60	
(paper), 13,500.....	138 55	
, 20½ dozen.....	21 61	
, 4½ dozen.....	27 94	
s, 100 yards.....	14 00	
, 17 pieces.....	17 00	
rs, 16½ dozen.....	80 63	
goods, 492 yards.....	82 27	
linings, 275 yards.....	31 99	
l, 58 yards.....	12 27	
am, 2,269 yards.....	205 67	
utting.....	26 31	
nail and tooth brushes, 11 dozen.....	13 00	
nd caps, 43 dozen.....	173 63	
erchiefs, 42 dozen.....	32 78	
1 dozen.....	3 50	
nd half hose, 78½ dozen.....	165 50	
48 yards.....	11 83	
ng cotton and yarn, 29 pounds.....	15 48	
hread, 19 pounds.....	15 20	
s, 7½ dozen.....	16 00	
es, 38 dozen.....	44 25	
ls and jumpers, 3½ dozen.....	20 50	
5 pair.....	18 50	
nd needles.....	35 85	
as.....	30 30	
r overshoes, 42 pairs.....	16 34	
s and grinding... ..	17 00	
y machine needles and repairs.....	15 22	
y silk and twist.....	12 02	
1 dozen.....	9 00	
ng, 2,961 yards.....	261 68	
blackening and brushes.....	35 50	
cotton, 151 dozen.....	82 07	
g, 552 yards.....	69 00	
boys' clothing, 54.....	488 25	
carried forward.....	\$2,908 39	\$29,298 80

Brought forward.....	\$2,908 39	\$29,298 80
Suspenders, 19 dozen.....	35 29	
Thimbles, 2 gross.....	3 17	
Trunks, bags and repairs.....	4 35	
Undershirts and undervests, 23 dozen.....	134 50	
Vests, 8 dozen.....	60 00	
Wages of Seamstresses.....	993 50	

Shoe Shop.

Leather and findings.....	2,126 48	
Wages of Shoemaker	900 00	
Cartage.....	15 00	
Rye flour for paste.....	1 75	
		3,043 23

Tailor Shop.

Cassimero, 1,547 yards.....	1,197 98	
Linings and trimmings.....	1,140 02	
Wages of tailor and tailoresses..	927 00	
Cartage.....	12 00	
		3,277 00
		10,459 43

Furniture.

Ash can.....	2 50	
Baskets and repairs.....	41 10	
Bath brick and silicon.....	7 10	
Britannia pitchers, 2 dozen.....	44 00	
Brooms, 26 dozen.....	97 25	
Brushes, 25½ dozen.....	91 25	
Carpeting, 164½ yards.....	207 98	
Cartage.....	136 00	
Clocks and repairing.....	20 00	
Clothes-lines and pins.....	3 00	
Coal hods, 6.....	3 40	
Cotton batting.....	2 52	
Crash, 643 yards.....	66 22	
Crockery and glass-ware.....	111 92	
Damask, 22½ yards.....	15 87	
Feather dusters, 7	7 50	
Hand truck.....	4 50	
Iron bedstead repairs.....	1 50	
Knives and forks.....	6 87	
Carried forward.....	\$870 48	\$39,758 23

brought forward...	\$870 48	\$39,758 23
thread.....	4 07	
ing glasses, 2 dozen.....	10 35	
3.....	6 75	
ng, 215 yards.....	140 78	
esses made and re-made, 428.....	263 00	
and handles, 8½ dozen.....	24 00	
ns and doyles, 3½ dozen.....	6 31	
3 dozen.....	9 00	
ing furniture.....	23 76	
ing tin and copperware.....	114 08	
ing table ware.....	55 55	
r sheeting, 59½ yards.....	32 13	
Iron meat-pans, 8.....	18 00	
ng, 1,708 yards.....	260 64	
kitchen wares.....	6 16	
repairs, pipe, polish, etc.....	80 50	
14,145 pounds.....	154 70	
covers.....	57 15	
are.....	107 19	
s, 13 dozen.....	37 83	
ing, 446 yards.....	69 57	
g piano.....	2 00	
brooms, 4 dozen.....	11 25	
w shades and repairing.....	68 74	
n ware.....	8 70	
of Seamstresses.....	517 27	
		2,959.96

Building and Repairs.

ng and glazing.....	886 65	
er.....	855 81	
work and material.....	841 70	
.....	425 25	
ing roofs, gutters and leaders.....	413 98	
nd fittings.....	306 61	
are and tools.....	254 58	
ining and whitewashing.....	249 85	
gravel and cartage of same (50 tons) ..	125 00	
boiler feeder.....	120 00	
e.....	85 70	
ing ranges.....	69 39	
carried forward.....	\$4,634 52	\$42,718 19

Brought forward.....	\$4,634 52	\$42,718 19
Iron and blacksmithing.....	63 11	
Repairing sinks.....	48 55	
Plumbing.....	41 78	
Repairing ventilators.....	35 74	
Cleaning vaults.....	30 00	
Repairing steam engine.....	29 41	
Repairing ice box.....	26 04	
Repairing elevator.....	24 47	
Fence wire.....	8 75	
Repairing furnace.....	7 75	
Drainage.....	5 21	
Weather strips.....	4 90	
Felting.....	3 50	
Wire cloth.....	1 87	
Wages of carpenters.....	1,679 79	
		6,645 39

Fuel and Lights.

Anthracite coal, 1,234 tons.....	5,028 65	
Gas, 1,134,300 feet.....	2,552 13	
Hoisting, shoveling and carting coal.....	935 10	
Charcoal, 270 barrels.....	175 50	
Sperm oil, 16 gallons.....	22 55	
Matches, 11 gross.....	18 00	
Coal barrows.....	14 00	
Coal shovels, 10.....	7 64	
Kerosene oil and wicking.....	4 90	
Hose coupling, etc.....	4 65	
Candles.....	3 00	
Wages of engineer and firemen.....	1,665 00	
		10,431 12

Printing.

Paper and cards.....	312 96	
Folding and binding.....	57 18	
Cartage.....	49 30	
Type and furniture.....	25 00	
Re-covering rollers.....	24 50	
Sperm oil, 4½ gallons.....	8 88	
Traveling expenses.....	8 75	
Ink.....	8 50	
Postage.....	6 00	

Carried forward.....	\$501 07	\$59,794 70
----------------------	----------	-------------

bought forward.....	\$501 07	\$59,794 70
ing press.....	2 25	
e.....	21 40	
of printers.....	1,502 63	
	<hr/>	2,027 35

Stable.

87 bags.....	233 40	
l feed, 117 bags.....	158 66	
shoeing.....	108 75	
2,015 pounds.....	101 97	
ng wagons.....	99 50	
ng harness, and 1 new set.....	74 35	
bes, blankets and tools.....	37 02	
.....	7 86	
nd couplings.....	6 30	
al.....	3 25	
of stableman.....	300 00	
	<hr/>	1,131 06

Washing.

oap, 14,052 lbs.....	857 35	
1,720 lbs.....	92 80	
a, 3,250 lbs.....	48 72	
, 11 boxes.....	48 00	
.....	24 60	
y, 10 cases.....	19 00	
soap, 67 lbs.....	8 94	
water, 8 gallons.....	6 00	
of laundresses.....	1,735 52	
	<hr/>	2,840 93

Farm and Garden.

, 97 loads.....	121 25	
nd repairs.....	91 36	
etc.....	45 71	
and freight.....	11 96	
bags.....	6 35	
laster.....	3 90	
of farmer and gardeners.....	1,215 00	
	<hr/>	\$1,495 53
ried forward.....		\$67,289 57

Brought forward.....	\$67,289 57
----------------------	-------------

Hospital.

Medicines and supplies.....	359 42	
Wages of nurse....	240 00	
	<hr/>	599 42

Schools.

Books, slates and stationery.....	903 54	
Postage stamps.....	125 00	
Initiatory expenses of the School of Industrial and Technical Art.....	80 11	
Prizes.....	69 37	
Type writer and Repairs.....	58 00	
Supplies for Stereopticon.....	40 68	
Cartage.....	37 25	
Philosophical Instruments.....	7 49	
Ribbon for Diplomas.....	5 10	
Salaries of Principal and Instructors.....	21,921 42	
	<hr/>	23,247 96

Salaries of Superintendent, Steward and assistants.....	5,815 04
Salaries of matrons.....	1,124 04
Salaries of supervisors.....	1,708 91
Wages of housekeeper, baker and cooks.....	2,007 52
Wages of waiters, chambermaids and laborers.....	6,341 96
Traveling expenses.....	237 48
Subscription to American Annals of the Deaf and Dumb.....	194 00
Blank books and stationery.....	185 02
Postage and revenue stamps.....	175 54
Wrapping paper and twine.....	76 69
Tissue manilla.....	66 50
Delegation to Convention of State Charities, Louisville, Ky.....	50 00
Expense of pupils to American Institute Fair.....	45 35
Cartage and Expressage.....	34 64
Advertising.....	26 65
Alcohol.....	20 48
Newspaper Subscriptions.....	20 46
Maintenance of Fire Alarm.....	20 00
Entertainment for Pupils.....	15 00
Repairing time detector.....	8 00

Carried forward.....	\$109,310 23
----------------------	--------------

Instruction of the Deaf and Dumb.

25

brought forward.....	\$109,310 23
ams.....	5 94
powder.....	5 03
of Laura Bridgman.....	5 00
heads and sticks.....	4 44
Manual.....	2 21

\$109,332 85

RECEIPTS.

From Comptroller of the State, for State Pupils—Board and Tuition.....	\$75,973 48
From Paying Pupils, for Board and Tuition.....	1,292 17

From—	Clothing State pupils.	Support of County pupils.	Total.	
Albany County..	480 67	1,265 00	1,745 67	
Allegany “ ..	60 00		60 00	
Broome “ ..	30 00		30 00	
Chautauqua “ ..	110 42	48 17	158 59	
Chenango “ ..	30 00		30 00	
Clinton “ ..	30 00		30 00	
Columbia “ ..	60 00	600 00	660 00	
Delaware “ ..	30 00	295 00	325 00	
Dutchess “ ..	152 25	570 83	723 08	
Erie “ ..	18 83		18 83	
Essex “ ..	30 00	300 00	330 00	
Jefferson “ ..	30 00		30 00	
Kings “ ..	903 44	5,019 61	5,923 05	
Lewis “ ..	30 00		30 00	
Livingston “ ..	30 00		30 00	
Monroe “ ..	30 00		30 00	
New York “ ..	4,366 29	8,814 51	13,180 80	
Niagara “ ..	24 25		24 25	
Oneida “ ..	30 00		30 00	
Ontario County..	19 33		19 33	
Orange “ ..	427 49	1,063 33	1,490 82	
Oswego “ ..	30 00		30 00	
Putnam “ ..	30 00		30 00	
Queens “ ..	176 25	600 00	776 25	
Rensselaer “ ..	100 25	300 00	400 25	
Richmond “ ..	120 00		120 00	
Rockland “ ..	120 00		120 00	
Saratoga “ ..		300 00	300 00	
Schoharie “ ..	116 75		116 75	
Steuben “ ..	30 00		30 00	
Carried forward,	\$7,646 22	\$19,176 45	\$26,822 67	\$77,265 65

	Clothing State pupils.	Support of County pupils.	Total.	
ght forward,	\$7,646 22	\$19,176 45	\$26,822 67	\$77,265 65
" ..	90 00		90 00	
" ..	180 00	498 33	678 33	
" ..	10 00		10 00	
" ..	251 16	182 50	433 66	
" ..	30 00	274 17	304 17	
gton "	54 50	296 67	351 17	
ster "	328 33	285 00	613 33	
g "	60 00		60 00	

\$8,650 21	\$20,713 12	29,363 33
------------	-------------	-----------

rinting....	1,315 55
les of grease and refuse.....	227 85
scount on audited bills.....	91 58
les, live stock.....	77 50
les, dry goods.....	64 20
les, rags and old paper.....	49 58
les, empty barrels.....	40 80
les, shoe shop account.....	26 15
ep of horse.....	17 10
les, carpenter shop account.....	13 00
les, old iron.....	10 80
les, wood.....	8 00
les, groceries.....	7 29
edicines.....	1 50
al estate fund to make good deficit for the year..	752 97

\$109,332 85

MEMORANDA.

The following statements are of accounts reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate Fund was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Frizzell, Harriet Stoner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards erection of new buildings at Tarrytown (see Chapter 343, Laws of 1877), and consists of legacy of Ephraim Holbrook, and a bond and mortgage of \$2000 taken in payment for Real Estate.

BUILDING FUND.		CR.		
1883.				
October 1.	To balance from old account.....	\$33,821 36	By balance to new account	\$34,816 72
	" interest received	995 36		
		<u>34,816 72</u>		<u>34,816 72</u>
1884.				
October 1.	To Cash balance from old account.....	34,816 72		
DR.		REAL ESTATE FUND.		CR.
1883.				
October 1.	To balance from old account.....	28,269 84	By amount transferred to General Account to make good deficit for the year ending Sep-	752 97
	" final dividend on account Legacy of Daniel Marley.....	349 80	tember 30th, 1884.....	28,784 89
	" balance of distributive share of income and interest upon Legacy of Eliza Mott.....	405 54	" balance to new account.....	
	" Donation from George A. Docksta-	25 00		
	der, Esq.....	488 18		
	" interest received.....			
		<u>29,537 86</u>	MEM.—General Account owes for cash advanced to make good deficits, \$25,854.70.	<u>29,537 86</u>
1884.				
October 1.	To balance from old account.....	28,784 89		

FRIZZELL FUND.		DR.	CR.
1884	October 1. To balance from old account.....	4,560 98	4,560 98
1888.	October 1. To balance from old account.....	2,446 30	2,536 06
	" interest.....	89 76	
		2,536 06	2,536 06
1884.	October 1. To balance from old account.....	2,536 06	

HARRIET STONER FUND.		DR.	CR.
1888.	October 1. To balance from old account.....	146 51	152 08
	" interest.....	5 52	
		152 03	152 08
1884.	October 1. To balance from old account.....	152 03	

Report of the Administrative Department.

former Superintendent and Physician, Dr. J. C. Carson, having failed to take charge of the State Asylum for Idiots at Syracuse, the preparation of the Report, and his successor not having been able to perform upon his duties, no extended report is at present submitted. The following details usually embraced in the Superintendent's report are furnished by the Steward.

MOVEMENT OF THE POPULATION.

	Males.	Females	Total.
Number present September 30, 1883.....	233	115	347
Former pupils re-admitted.....	18	18	31
New pupils admitted.....	20	21	41
Whole number.....	270	149	419
Number who have left during the year....	23	6	29
Number connected with the Institution September 30, 1884.....	247	143	390

MEDICAL RECORD.

The health of the Institution has been unusually good.

RECORD OF DISEASES TREATED.	PUPILS.		Officers, teachers and em- ployes.	Total
	Males.	Females.		
Abscess.....	1	3		4
Amenorrhœa.....		4	6	10
Anæmia.....			3	3
Bronchitis.....	11	17	1	29
Carbuncle.....	1			1
Conjunctivitis.....		2		2
Cholera Morbus.....			1	1
Diarrhœa.....	1			1
Debility.....		1		1
Dacrocystitis.....		1		1
Epilepsy.....		2		2
Eczema.....		1		1
Gastric Derangement.....		1	1	2
Glandular Swelling.....		1		1
Injury.....	16	3	2	21
Intertrigo.....	1	1		2
Ivy Poison.....	1	1	3	5
Jaundice.....	1			1
Lumbago.....			1	1
Malaria.....	4	1	2	7
Mumps.....	10		1	11
Neuralgia.....		1	1	2
Phthisis Pulmonalis.....	1	1		2
Peritonitis.....			1	1
Quinsy.....			1	1
Rheumatism.....	1		2	3
Scarlatina.....	1			1
Tonsilitis.....	4	6	2	12
Typhoid Fever.....	1			1
Ulcer.....		1		1
Urticaria.....	1			1

INDUSTRIAL.

Exhibit of the industrial work in the different departments of
 l education is as follows :

PRINTING OFFICE.

(Estimated value of work done for the Institution, and cash receipts.)

for the Educational Department.....	\$32 75
for the Administrative Department.....	152 75
Printing Annual Report... ..	500 00
Custom work (Cash).....	1,315 55
	<hr/>
	\$2,001 05

CARPENTER SHOP.

Estimated value of new work and repairs done for the Insti-

tution.....	\$3,127 30
	<hr/>
	\$3,127 30

SHOE SHOP.

Number of pairs of shoes made... ..	609
Cost of 679 pairs of shoes distributed.....	\$1,950 25
Cost of repairing 1,180 pairs of shoes	822 75
Custom work (Cash).....	26 15
	<hr/>
	\$2,799 15

TAILOR SHOP.

Number of coats made.....	137
Number of jackets made.....	205
Number of pairs of pants made.....	476
Number of vests made... ..	108
Number of straw ticks made.....	44
Number of boys' aprons made	90
Cost of 130 coats distributed.	\$664 00
Cost of 202 jackets distributed....	492 25
Cost of 433 pairs of pants distributed...	1,269 45
Cost of 109 vests distributed.....	194 00
	<hr/>
	\$2,620 40

FARM AND GARDEN.

(Estimated value of vegetables, fruit, milk, poultry and eggs produced, and used in the Institution.)

Apples, 150 barrels.....	\$225 00	Brought up.....	\$2,919 89
Beans, 77 bushels.....	96 25	Parsley, 695 bunches...	55 60
Beets, 260 bushels... .	195 00	Pears, 16 bushels.....	16 00
Cabbage, 6,879 heads...	382 74	Peas, 57 bushels.....	57 00
Carrots, 58 bushels.....	58 00	Peppers, 3½ bushels....	3 50
Celery, 150 dozen.....	240 00	Pie plant, 756 bunches..	45 36
Chickens, 38 pairs.....	19 00	Potatoes, 180 barrels...	208 00
Cucumbers, 27 bushels..	20 25	Radishes, 186 bushels..	111 60
Eggs, 250 dozen.....	62 50	Spinach, 144 barrels....	288 00
Egg plant, 83.....	12 45	Sprouts, 40 barrels.....	50 00
Grapes, 490 pounds....	19 60	Squash, 218.....	32 70
Leeks, 150 doz. bunches	150 00	Sweet corn, 1,146 dozen	286 50
Lettuce, 176 barrels ...	352 00	String beans, 96 bushels	96 00
Milk, 18,020 quarts....	991 10	Tomatoes, 443 bushels..	448 00
Onions, 96 bushels.....	96 00	Turnips, 53 bushels ...	15 90
Amount carried up...	2,919 89		\$4,629 05

SEAMSTRESS ROOM.

(Articles made, in addition to a large amount of work done in mending, alterations, etc.)

Aprons.....	271	Sheets.....	457
Chemises.....	192	Shirts.....	426
Drawers.....	357	Skirts.....	54
Dresses.....	307	Table cloths.....	110
Napkins.....	60	Towels.....	1,066
Night dresses.....	142	Waists ...	60
Pillow cases.....	474		

ACKNOWLEDGMENTS.

As in several previous years, we are indebted to the officers of the New York, Lake Erie & Western, and New York, Ontario & Western Railroads, and to the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils, with the teachers and officers of the Institution who accompanied them.

To the Manhattan Elevated Railroad Co., for half fare for the pupils attending the American Institute Fair.

Geo. A. Dockstader, Esq., for cash donation, \$25.

Mrs. Turner, the mother of one of the pupils, for a donation of
and oranges for the fifty little boys at the Mansion House.

Respectfully submitted,

CHAUNCEY N. BRAINERD,

Steward.

. 1, 1884.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING SEPTEMBER 30, 1884.

MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Anhalt, George, Jr.....	New York.....	New York.
Avans, James.....	Brooklyn.....	Kings.
Avans, Frank.....	Brooklyn.....	Kings.
Baars, Frederick W.... ..	Brooklyn.....	Kings.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barger, Charles.....	Putnam Valley.....	Putnam.
Bauer, Michael.....	New York.....	New York.
Baxter, Archibald McL....	New York.....	New York.
Bechard, Alfred.....	Cohoes.....	Albany.
Beck, Herman F.....	Brooklyn.....	Kings.
Berner, George.....	New York	New York.
Berray, Seymour A.....	Walton	Delaware.
Bettels, Henry.....	New York.....	New York.
Betz, Henry, Jr.....	New York.....	New York.
Beyer, Henry.....	New York.....	New York.
Bingham, Walter L.....	Mebanesville.....	North Carolina.
Black, John M.....	Rahway.....	Union, N. J.
Blake, Charles F.....	Brooklyn.....	Kings.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bowers, Wilber L.....	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.
Brauer, Albert.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn.....	Kings.
Brockmann, Isaac.....	New York.....	New York.

Name.	Town.	County.
, Daniel H.....	New York.....	New York.
, Joseph E.....	New Paltz	Ulster.
ann, Henry....	New York.....	New York.
ardt, Julius.....	Brooklyn.....	Kings.
nd, Nicholas.....	Hurley.....	Ulster.
ly, Peter, Jr.....	New York.....	New York.
ll, William.....	Albany.....	Albany.
i, Anthony.....	New York.....	New York.
an, Thure E.....	Albany.....	Albany.
, James H.....	Lloyd.....	Ulster.
, Melvin B.....	Warrensburg.....	Warren.
ry, John F.....	New York.....	New York.
n, Richard T.....	New York.....	New York.
, Henry.....	New York.....	New York.
os, William.....	New York.....	New York.
Charles.....	Saratoga Springs...	Saratoga.
na, David.....	New York.....	New York.
, William, Jr.....	New York.....	New York.
er, Arthur W....	New York.....	New York.
, John.....	Brooklyn.....	Kings.
ingham, Dennis.....	Hudson.....	Columbia.
rmann, Philip.....	Brooklyn.....	Kings.
Henry A.....	New York.....	New York.
son, Benjamin C....	New York.....	New York.
ar, John W.....	New York.....	New York.
ue, William, Jr.....	Binghamton.....	Broome.
, Jeremiah.....	Troy.....	Rensselaer.
Ulysses G.....	Paris.....	Oneida.
n, William.....	New York.....	New York.
Frank.....	Brooklyn.....	Kings.
ds, Sidney.....	Youngsville.....	Sullivan.
ds, William S.....	Whitehall.....	Washington.
Michael.....	New York.....	New York.
d, Frederick.....	New York.....	New York.
n, John A.....	Roxbury.....	Delaware.
Paul.....	Berne.....	Albany.
William.....	New York.....	New York.
ann, Gustave.....	New York.....	New York.
August.....	New York.....	New York.
, John.....	New York.....	New York.
, Peter.....	New York.....	New York.
, Fred, Jr.....	Sheridan.....	Chautauqua.
, George T.....	Dunkirk.....	Chautauqua.

Name.	Town.	County.
Flanagan, Wm. H., Jr.....	Newburg.....	Orange.
Fogerty, Peter J.....	New York.....	New York.
Fogle, Peter.....	Albany.....	Albany.
Fosmire, William H.....	Troy.....	Rensselaer.
Fried, Maxyea.....	New York.....	New York.
Friday, Benjamin.....	Albany.....	Albany.
Friess, George.....	New York.....	New York.
Fritz, John.....	Brooklyn.....	Kings.
Gallagher, Bernard.....	New York.....	New York.
Garson, Eli, Jr.....	Black Brook.....	Clinton.
Gately, Patrick J.....	New York.....	New York.
Geary, John H.....	Syracuse.....	Onondaga.
Gehring, Louis.....	Brooklyn.....	Kings.
Gilmore, William.....	New York.....	New York.
Glass, John.....	New York.....	New York.
Gleason, George.....	New York.....	New York.
Glosque, Joseph, Jr.....	Yonkers.....	Westchester.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Goor, John.....	New York.....	New York.
Goreth, Joseph.....	Walkill.....	Orange.
Grant, Robert H.....	New York.....	New York.
Gray, Charles.....	Newburg.....	Orange.
Gurnee, William.....	Walkill.....	Orange.
Hackett, William H.....	New York.....	New York.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Haight, Tilson W.....	New York.....	New York.
Hamm, Henry.....	New York.....	New York.
Hanneman, Herman.....	New York.....	New York.
Hanson, William.....	New York.....	New York.
Harris, William I.....	New York.....	New York.
Harth, Robert.....	New York.....	New York.
Held, Henry.....	Albany.....	Albany.
Hennessey, James.....	New York.....	New York.
Henriques, Herbert H.....	Brooklyn.....	Kings.
Henry, Robert J.....	York.....	Livingston.
Herrmann, Lewis.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Houck, Frank M.....	Arkwright.....	Chautauqua.
Hunt, John S.....	Blooming Grove....	Orange.
Ingebrand, John, Jr.....	New York.....	New York.
Isaacs, Benjamin.....	New York.....	New York.
Jacobs, Jacob.....	Brooklyn.....	Kings.

Name.	Town.	County.
m, Charles	New York.....	New York.
, John W.....	New York.....	New York.
n, Philip.....	North Greenbush...	Rensselaer.
, Harry.....	New York.....	New York.
n, Frank.....	New York.....	New York.
, Charles.....	New York.....	New York.
idle, John, Jr.....	New York.....	New York.
n, Teddy.....	Brooklyn.....	Kings.
wetter, Charles.....	New York.....	New York.
dy, Henry J.....	New York.....	New York.
, Joseph S.....	Watervliet.....	Albany.
Robert S.....	New York.....	New York.
Emmet.....	Richmondville	Schoharie.
, Charles J....	Yorktown.....	Westchester.
, Jacob A.....	New York.....	New York.
Frederick.....	Brooklyn.....	Kings.
g, Carl.....	New York.....	New York.
, John.....	New York.....	New York.
eldorf, William.....	New York.....	New York.
, George.....	New York.....	New York.
, Herman.....	Brooklyn.....	Kings.
ster, Lucas C.....	Cornwall.. ..	Orange.
, Charles.....	Brooklyn.....	Kings.
er, Charles.....	New York.....	New York.
John, Jr.....	New York.. ..	New York.
Walter.....	New York.....	New York.
William, Jr.....	New York.....	New York.
George W.....	Claverack.....	Columbia.
, Theodore.....	New York.....	New York.
oury, Theodore J....	New York.....	New York.
James B.....	Westfield.....	Chautauqua.
John W.....	Brooklyn.....	Kings.
ey, John.....	New York.....	New York.
ester, George.....	Middleburg.....	Schoharie.
rd, Robert E.....	New York.....	New York.
thy, John.....	New York.....	New York.
nell, Gibson.....	Poughkeepsie	Dutchess.
mick, Charles.....	New York.....	New York.
nald, Andrew.....	New York.....	New York.
oy, John J.....	Fishkill.....	Dutchess.
ahan, Edward.....	New York.....	New York.
kle, Frank H.....	Wallkill.....	Orange.
kle, Morris C.....	Wallkill.....	Orange.

Name.	Town.	County.
McVea, Robert	New York.....	New York.
McVea, William	New York.....	New York.
Meade, Peter.....	Albany.....	Albany.
Meinken, Frederick W....	New York.....	New York.
Messer, Archibald.....	Albany.....	Albany.
Michael, Alexander.....	New York.....	New York.
Miller, George W.....	New York.....	New York.
Miller, John C.....	Goldsboro.....	North Carolina.
Miller, Joseph.....	Gilboa.....	Schoharie.
Miller, Max.....	New York.....	New York.
Minotti, Carlo.....	New York.....	New York.
Mitchell, Benjamin.....	New York.....	New York.
Mitchell, Peter, Jr.....	New York.....	New York.
Mooney, John.....	West Farms.....	Westchester.
Moore, John.....	New York.....	New York.
Moore, William, Jr.....	New York.....	New York.
Morisse, George H.....	New York.....	New York.
Morris, William.....	Beekman.....	Dutchess.
Morris, William, Jr.....	Stapleton.....	Richmond.
Muench, Henry.....	Brooklyn.....	Kings.
Mull, Charles F.....	Albany.....	Albany.
Oakes, Charles D.....	New York.....	New York.
O'Brien, John.....	New York.....	New York.
O'Connell, John, Jr.....	New York.....	New York.
Odell, Francis.....	New York.....	New York.
Odell, George W.....	Rye.....	Westchester.
Ogle, James.....	Newburg.....	Orange.
Ogle, John.....	Newburg.....	Orange.
Ogle, Robert.....	Newburg.....	Orange.
Ogle, William.....	Newburg.....	Orange.
Osterhout, Edwin.....	Richmondville.....	Schoharie.
O'Sullivan, Richard M....	New York.....	New York.
Owitz, Henry.....	New York.....	New York.
Parish, John F.....	Jackson.....	Washington.
Paul, Andrew.....	Brooklyn.....	Kings.
Pechette, Charles.....	Cohoes.....	Albany.
Penrose, Frank T.....	Norristown.....	Pennsylvania.
Pickruhl, Charles R.....	Brooklyn.....	Kings.
Pitt, William J.....	Haverstraw.....	Rockland.
Plunkett, James.....	New York.....	New York.
Porter, George S.....	Liberty.....	Sullivan.
Powers, James.....	Flushing.....	Queens.
Probst, Herman.....	New York.....	New York.

Name.	Town.	County.
John.....	Kingston.....	Ulster.
nd, Harry.....	Yonkers.....	Westchester.
William.....	New York.....	New York.
nn, William H.....	Liberty.....	Sullivan.
ger, Joseph.....	New York.....	New York.
Wesley.....	Olive.....	Ulster.
s, John J.....	New York.....	New York.
on, Stanley.....	New York.....	New York.
William.....	New York.....	New York.
hal, Joseph.....	New York.....	New York.
h, Frederick.....	New York.....	New York.
, Frank E.....	Brooklyn.....	Kings.
an, William A.....	New York.....	New York.
d, Andrew J.....	Dunkirk.....	Chautauqua.
Albert.....	New Lots.....	Kings.
n, Jacob.....	New York.....	New York.
h, Martin, Jr.....	Brooklyn.....	Kings.
lt, Charles.....	New York.....	New York.
lt, George.....	New York.....	New York.
der, Edward.....	New York.....	New York.
r, Jonas S.....	Huntington.....	Suffolk.
r, Charles.....	Hudson.....	Columbia.
Albert.....	New York.....	New York.
Richard M.....	Hague.....	Warren.
, William G.....	Albany.....	Albany.
y, Philip.....	Albany.....	Albany.
n, Charles.....	Hempstead.....	Queens.
n, Frank D.....	Fulton.....	Schoharie.
c, Austin.....	New York.....	New York.
Henry.....	Unadillar.....	Otsego.
Burdette.....	Albany.....	Albany.
Louis G.....	Rensselaerville.....	Albany.
Nicholas.....	New York.....	New York.
del, Louis.....	New York.....	New York.
v, Charles H.....	New York.....	New York.
Henry.....	New York.....	New York.
John.....	New York.....	New York.
son, John.....	Wilmington.....	Essex.
Frederic T.....	Middletown.....	Orange.
n, James W.....	New York.....	New York.
Lawrence D.....	Stockport.....	Columbia.
, Frank A.....	Brooklyn.....	Kings.
n, Dennis.....	Haverstraw.....	Rockland.

Name.	Town.	County.
Taplin, John E.....	Brooklyn.....	Kings.
Thomas, Arthur L.....	Oatskill.....	Greene.
Thompson, Charles T. ...	Brooklyn.....	Kings.
Thompson, James.....	New York.....	New York.
Thompson, Robert J.....	Yonkers.....	Westchester.
Toohey, Joseph.....	New York.....	New York.
Torsney, John.....	Ninneville.....	Essex.
Totten, Oscar, J.....	New York.....	New York.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Tyler, Ira W.....	New York.....	New York.
Valentine, Henry C.....	New York.....	New York.
Vandegrift, George.....	Schoharie.....	Schoharie.
Van Segger, John H.....	New Lots.....	Kings.
Wagele, Antoine.....	New York.....	New York.
Wankowski, Frank.....	Ossining.....	Westchester.
Watkins, William, Jr.....	Albany.....	Albany.
Watson, William W.....	Yonkers.....	Westchester.
Wein, Ignatz.....	New York.....	New York.
Weller, George T.....	Crawford.....	Orange.
West, Eugene A.....	Linklaen.....	Chenango.
Whalen, Edward.....	New York.....	New York.
Wicke, Frederick C.....	New York.....	New York.
Woodin, Lister.....	Dover.....	Dutchess.
Wormer, Edmund R.....	Albany.....	Albany.
Wormeth, George W.....	Delaware.....	Sullivan.
Zerovitch, Harry.....	New York.....	New York.
Zundel, Robert.....	New York.....	New York.

FEMALES.

Ackermann, Josephine B...	Yonkers.....	Westchester.
Adams, Florence.....	Brooklyn.....	Kings.
Aird, Catherine.....	New York.....	New York.
Anderson, Elizabeth M....	Brooklyn.....	Kings.
Anderson, Henrietta.....	New York.....	New York.
Antusch, Amelia.....	Newton.....	Queens.
Ashmead, Amelia S.....	Jamaica.....	Queens.
Atwell, Ida M.....	Denning.....	Ulster.
Austin, Almada M.....	Watertown.....	Jefferson.
Austin, Anna E.....	Brooklyn.....	Kings.
Austin, Nellie.....	Hudson.....	Columbia.
Averell, Edith.....	Brooklyn.....	Kings.

Name.	Town.	County.
, Catherine.....	Cambridge.....	Washington.
Aleeta F.....	Bedford.....	Westchester.
, Cora J.....	Olive.....	Ulster.
an, Katie.....	Deer Park.....	Orange.
ra, Margaret.....	New York.....	New York.
, Josephine.....	New York.....	New York.
argaret.....	New York.....	New York.
r, Mary.....	New York.....	New York.
Mary.....	New York.....	New York.
Minnie.....	New York.....	New York.
Annie C.....	Bound Brook.....	Somerset, N. J.
hanna.....	Middletown.....	Richmond.
Phebe M.....	New York.....	New York.
Mary E.....	New York.....	New York.
ie, Julia.....	Jefferson.....	Schoharie.
, Lorena.....	Cochecton.....	Sullivan.
, Elizabeth A.....	New York.....	New York.
gnes.....	Brooklyn.....	Kings.
Maria.....	Watervliet.....	Albany.
Grace.....	New York.....	New York.
May C.....	New York.....	New York.
rt, Lillie.....	New York.....	New York.
lara E.....	New York.....	New York.
achel.....	Fly Mountain.....	Ulster.
ra.....	Tompkins.....	Delaware.
Georgie.....	Montgomery.....	Orange.
Ellen.....	Long Island City...	Queens.
da M.....	Mt. Pleasant.....	Westchester.
Margaret A.....	New York.....	New York.
Mary.....	Brooklyn.....	Kings.
ina.....	Brooklyn.....	Kings.
abelle S.....	New Castle.....	Westchester.
Lizzie.....	New York.....	New York.
a, Mary E.....	New York.....	New York.
ora B.....	Gainesville.....	Wyoming.
innie.....	Gainesville.....	Wyoming.
Ella M.....	Ellenville.....	Ulster.
or, Eva.....	New York.....	New York.
Rachel.....	Brooklyn.....	Kings.
, Catherine E.....	Brooklyn.....	Kings.
Maud.....	Brooklyn.....	Kings.
Mary.....	Yonkers.....	Westchester.
Mary F.....	Walkill.....	Orange.

Name.	Town.	County.
Grant, Maud.....	Newburg.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Haigh, Eliza V.....	New York.....	New York.
Hamilton, Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Hawkins, Frankie C.....	Oswego.....	Oswego.
Haws, Hattie.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.
Hitz, Matilda.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Horle, Matilda	New York.....	New York.
House, Eliza M.....	Brooklyn.....	Kings.
Howard, Annie M.....	Colchester.....	Delaware.
Hunt, Katie.....	Gates.....	Monroe.
Jaycox, Martha.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Kaiser, Cornelia.....	New Paltz.....	Ulster.
Keefe, Catherine.....	Rockland	Sullivan.
Kelly, Mary A.....	New York.....	New York.
Ketchum, Clara E.....	Greenbush.....	Rensselaer.
Kilroy, Catherine.....	Kingston.....	Ulster.
Kline, Mary.....	New York.....	New York.
Knack, Catherine.....	Fremont.....	Sullivan.
Knorr, Elizabeth.....	New York.....	New York.
Kortright, Nellie....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.
Kugler, Annie C.....	Ramapo.....	Rockland.
Lamm, Bertha.....	Brooklyn.....	Kings.
Landt, Lina.....	New York.....	New York.
Lang, Josephine.....	New York.....	New York.
Lavandoske, Rosa.....	Clarkstown.....	Rockland.
Levy, Jane.....	New Lots.....	Kings.
Lewis, Mary A.....	Albany.....	Albany.
Logue, Catherine.....	Yonkers.....	Westchester.
Long, Mary.....	New York.....	New York.
Long, Nellie.....	New York.....	New York.
Lovel, Antoinette V.....	Brooklyn.....	Kings.
Marks, Sarah.....	New York.....	New York.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.
McClurg, Edna J.....	Richmond.....	Ontario.

Name.	Town.	County.
e, Malvina.....	Wallkill.....	Orange.
, Mary A.....	New York.....	New York.
Emma M.....	Newtown.....	Queens.
unice.....	Gilboa.....	Schoharie.
ora.....	Whitehall.....	Washington.
Rachel.....	New York.....	New York.
n, Mary.....	New York.....	New York.
Margaret.....	New York.....	New York.
Elizabeth A.....	Troy.....	Rensselaer.
Bertha.....	New York.....	New York.
Caroline.....	Brooklyn.....	Kings.
Mary C.....	New York.....	New York.
i, Annie.....	Yonkers.....	Westchester.
Edna.....	Middletown.....	Schoharie.
arah A.....	New York.....	New York.
ary E.....	New York.....	New York.
May F.....	Flatbush.....	Kings.
ary E.....	Albany.....	Albany.
tha J.....	New York.....	New York.
phia.....	Constantia.....	Oswego.
Helen.....	New York.....	New York.
Jane.....	New York.....	New York.
g, Annie.....	Brooklyn.....	Kings.
Agnes M.....	New York.....	New York.
g, Annie.....	New York.....	New York.
Millie L.....	Rhinebeck.....	Dutchess.
Catharine.....	New York.....	New York.
aker, Amanda....	Rochester.....	Ulster.
Winifred.....	Guilderland.....	Albany.
izzie J.....	New York.....	New York.
Kate A.....	New York.....	New York.
Esther.....	New York.....	New York.
en, Mary E.....	New York.....	New York.
, Anna L.....	Malta.....	Saratoga.
, Alice.....	New York.....	New York.
Ella F.....	New York.....	New York.
elina.....	New York.....	New York.
, Hannah.....	Hempstead.....	Queens.
nn, Margaret.....	New York.....	New York.
eneva.....	Brooklyn.....	Kings.
ck, Isabella S....	New York.....	New York.
ertha.....	New York.....	New York.
Ann L.....	L. I. City.....	Queens.

Name.	Town.	County.
Weidmann, Lizzie.....	New York.....	New York.
Wells, Emily.....	Harrisburg.....	Lewis.
Weyant, Mary A.....	Stony Point.....	Rockland.
Wilson, Theresa.....	New York.....	New York.
Wolcott, Adelia L.....	Caton.....	Steuben.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.
Zwink, Emily.....	New York.....	New York.

Report of the Principal.

Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

MEMORANDUM :—On the 30th of September last, closed a year fraught with blessings to upwards of 400 of those who, bereft of hearing and entirely of speech, depended, for happiness and hope, upon the scientific methods and benevolent spirit which have characterized the Institution since it entered upon its corporate existence, on the 1st of April, 1817. Its development, like its processes, has been ever from the vague to the known, from the known to the unknown, till what to the early teachers of the deaf was shrouded in mystery became a matter of postulates, securing to the mediocre, as well as to the gifted, a degree of certainty in mental development and attainment which they can themselves appreciate.

Never does the deaf-mute regard himself as one whose defence is weakness, and whose justification is his ignorance, but he accepts the possibilities of life, and he approaches, with intrepidity, the goal set for fair attainment among those who suffer from no physical disability. He comes to the Institution, it is true, a child without language, without traditions, isolated, ignorant, hopeless, helpless, irresponsible, but it is not long before, in the glimmer of a morning, his mind goes out to other minds, the relations of things become themselves in the relations of words, the past becomes a revelation of the present, a reality, facts and principles, an interwoven warp and woof, the future, bright and alluring, life, illumined by aspiration, action, encouraged by consciousness of power, while, overshadowing all, culminates conscience, recognizing consequences and accepting the idea of obligation and accountability.

The result is directly attributable to a course of instruction which respects the self to nature, and, while directing, does not thwart her, while educating, does not maim her.

The misfortune of the deaf, that, owing to their absolute dependence at the beginning, upon the idiosyncrasies of their teachers, they

too often become the victims of bigotry, which is but another name for that confined channel through which men of one idea force the tide of mental action ; and yet, they form a class whose manifold deficiencies, or rather necessities, springing from the one root of deafness, have to be met, not by one method, but by many. Destroy the root, bring into activity the lost sense, and you create conditions which take your pupil back to the position of normal infancy, and you may conduct his training from that point in precisely the same way that it would have been conducted had this sense never been wanting. But if we accept his loss not only as irretrievable, but as dating from the period of his birth, we must recognize in him a being whose mind must be reached through remaining senses that must be trained to exercises foreign to their original intent.

He thinks in visions ; he is prompted to translate these visions into visible, not audible, forms. We wish to convey to him ideas ; we follow the methods he has suggested, and present to his eye expressions which, we feel certain, he will be able to recognize. Out of this grows a system, first of natural, and secondly of conventional signs founded upon nature.

But these signs are not words. We cannot afford to leave him without the means of deriving knowledge from the written or printed page, and we must not withhold from him the ability to express his own ideas in the language which is accepted as the vehicle of thought by the community in which he dwells.

Shall this language, as originally presented to his mind, be spoken or written ? Speech finds its natural recognition in the ear ; writing, in the eye. Speech, to the profoundly deaf, consists of nothing but unheard motions—motions conveying to the untrained eye, differentiations peculiarly indistinct.

Writing and print, on the contrary, consist of visible characters distinguished with ease, and as easily grouped into separate words, and, for the purpose of convenience and rapidity in communication, finds a perfect substitute in the letters of the manual alphabet, through which words may be spelled out with a fluency always approaching, often equalling that of oral utterance. In this Institution, by an ingenious system of graded presentations, objects are associated with their written names, actions with written sentences, visible attributes, as modifying nouns and verbs, grammatically classed as adjectives and adverbs, with corresponding written words properly introduced ; and phrases and clauses having the same effect upon the primary elements of the sentence, with written expressions. To facilitate the comprehension of the relations of different classes of words, a series of symbols is taught from the outset, in connection with each word and phrase and clause introduced, so that the pupil obtains an effective, if not technical,

age of grammar at every step of his progress. Obviously, the times when the teacher finds it difficult, by the mere gradation of signs, to make clear the meaning of many words as used singly or in groups, especially when the concrete gives place to the abstract, are those in which the primary and obvious to that which is metaphorical and idiomatic. Then, the use of pantomime, or ideographic gestures, and of conventional signs, which, through natural and philosophic derivation, have been found to be the representatives of general terms, is found capable of solving the Gordian Knot and of dissipating all misconception and uncertainty. Written language thus acquired, gives the pupil the ability to acquire for himself knowledge from books, and to express his ideas clearly and correctly.

He is still, however, removed from his hearing and speaking brethren by the fact that words are spoken in his presence which he cannot repeat, and that, without the instrumentality of writing, he cannot express his wants and feelings known to those who do not understand his system of signs. It is here that philosophy suggests a further step, based upon the fact that the utterance of spoken words is nothing more than audible phonetic spelling, which consists in placing the letters of speech in certain consecutive positions, capable of being distinguished by the eye at the same time that they give rise to sounds which are capable of producing an intended effect upon the ear. To accomplish this result, the consonant and vowel sounds which enter into speech are classified :—

According to the specific organs employed, known by such names as labial, dental and palatal ; and, 2d, according to the regulation of the breath, in producing atonic, sub-tonic, nasal and tonic sounds.

Thus, the powers of the labial letters, *p*, *b*, and *m*, all depend, in their expression, upon the closing of the lips, but *p*, as an initial, is without sound in itself, and unrecognizable by the ear, till it is followed by a vowel ; *b* is sub-tonic, that is, has a modified sound, distinct from *p* ; and *m* is nasal, its sound being decidedly affected by the breath passing through the nose. These distinctions are represented by the simple closing of the lips ; without movement, in the case of *p* ; with a perceptible vibration, in the case of *b* ; and with a contraction of the nostrils, in the case of *m*.

The powers of the dentals *t*, *d* and *n*, in like manner, depend upon the contact of the tip of the tongue with the upper teeth, and, like the three labials, are respectively, atonic, sub-tonic and nasal in their relations to the ear, while they are without movement, vibratory when accompanied by the contraction of the nostrils in their relations to the nose.

The powers of the palatals *k*, *g* and *ng*, are exhibited by pressing the back of the tongue against the lower teeth, thus bringing the posterior

part of the tongue into near contact with the soft palate, and, in respect to each other, affect the ear and the eye in like manner with the three labials and the three dentals to which allusion has been made.

The vowel sounds are to be regarded as tonic, that is, as possessing the quality of easily flowing and distinct enunciation of tone, without obstruction from tongue or teeth or nose, capable of prolongation, and differing, so far as their appearance to the eye is concerned, according to the width and shape of the opening of the mouth.

Both tonic and sub-tonic sounds are accompanied, when at all prolonged, by inspiration, which, by expanding the chest, makes their separate individuality more apparent.

The drill to which the pupil is subjected, in connection with a constant exposition of the principles involved, is continued until he has learned to recognize the visible appearance of each of the consonant and of the vowel sounds that enter into the composition of words—at first, in a certain order, based upon classification, and afterward, in a great number of permutations, until the time comes, when, whatever elemental sound is uttered, he responds, with unfailing accuracy, by giving the corresponding letter of the manual alphabet.

Then, and not until then, are those groupings of elements which constitute syllables and monosyllabic words, given to him ; at first, slowly, so that he responds to each component part with the hand, and then more and more rapidly, till the only response possible is the gestural sign for the whole.

The solfeggio in use, a work upon the composition of which I have been obliged to bestow much labor, is based upon the plan of repeating each consonant and its combination with other consonant sounds, with each of the vowel sounds as terminals, and afterward as intermediates, and of introducing each vowel sound as the initial or intermediate of a word of which the given consonant sound is the terminal. For instance, with the consonant *p* and the vowel long *ā*, we have the phonetically spelled words, *pā*, *pāl*, *āp*, *tāp*, translated into the orthographically spelled words, *pay*, *pale* or *pail*, *ape*, and *tape*.

As the completion of the system, each pupil is to be supplied with a dictionary, at present partially in manuscript, eventually, it is hoped, to be in print, giving, in parallel columns, the phonetic and orthographic spelling of each word in common use, of which the sole syllable or the first syllable has a particular vowel for its basis.

This long process of solfeggio drill, while continued from day to day, is diversified by the repetition of simple sentences, each word of which the pupil recognizes from its elements, and repeats by both the manual alphabet and signs. The result will be, that, to all our pupils above that grade of imbecility to whose attainments nature has affixed a limit far lower than that which she has imposed upon the average

ate, we shall be able to dictate by ordinary speech, with the use of the manual alphabet, sentences which they shall be able to read in correct spelling, and prove that they understand, by signs.

A corollary of all this will be, that where the vocal organs are not used, the pupil will, almost unconsciously to himself, begin to speak as he has learned to read upon the lips, and this ability will in itself there is not a word that he will not audibly pronounce, with accuracy affected only by the absence of that natural tone and motion which hearing alone can impart.

This involves an amount of patience and labor sufficient to justify inquiry whether the effort to give lip-reading and speech does not involve an expenditure of time and labor, for which there is not adequate compensation in results. How far the ability to understand is acquired by spoken by others through the process of regarding their lips, and, as it must be, by the slowness incident to the abnormal substitution of one sense for another, and how far the ability to speak with perfect distinctness to be clearly understood, affected, as it cannot be, by the absence of all music from the tone, is a compensation for the time and labor expended, over and above the ability simply to read and write with intelligence and precision; is a question which can be answered only by the illiterate, for they can understand and execute a little that does not depend on the voice alone. But, whatever advantages must be made as to the direct advantages to be derived from lip-reading, there can be no question as to its indirect advantages. In the first place, the attention is evoked, as it can be in no other manner, that which is concrete.

In the second place, the reasoning powers are stimulated in a manner peculiarly adapted to the condition of infantile minds.

In the third place, the forms of words are, by comparing their appearance with their orthographic spelling, indelibly fixed upon the mind.

In the fourth place, the meaning of words, without the understanding which the pupils could not give attention to their appearance articulated, without finding the exercise in the last degree irksome unfolded by the explanations required, to minds quickened by the power to receive it.

In the fifth place, the idiomatic use of words to which the illustration of meaning constantly gives rise, is made familiar, and its study, profitable.

That, even were the direct advantages too slight to be regarded as compensation for the difficulties to be overcome, there would be indirect results, so valuable, as to make the apparent loss of time an actual gain.

The hours which each pupil, above the grade of juvenile, is required to devote to improvement while he is at the Institution, are 8 or 9 in the 24 and may be extended to 10 or 11—viz :

For class-room exercises, - - -	4 hours.
For mechanical instruction, - - -	3 “
For study, - - - - -	2 “
<hr/>	
Amounting to, - - - - -	9 hours.
There remain—	
For meals, - - - - -	1½ “
For toilet, - - - - -	1 “
For sleep, - - - - -	9 “
For recreation and drill, - - - - -	3½ “
<hr/>	
	24 “

Three of the teachers teach younger classes five hours a day, but, as a general rule, each teacher spends eight hours in instruction, and thus teaches two classes a day, receiving a greater compensation accordingly.

Of the four hours allotted to the instruction of each class, the first is devoted to unsectarian religious exercises occupying about ten minutes, and to the recitation of the lesson conned the previous evening; the second, to exercises in the English language; the third, to mathematics; and the fourth, to lip reading and articulation. This arrangement admits of special classification for every hour, the standard being the ability to understand and to use the English language. It sometimes happens, however, that a pupil can read a book so intelligently that he can translate it easily into signs, but finds it difficult to express his own thoughts in clear and idiomatic English, while another pupil, on the contrary, may be good in composition, but weak in translation. In this case, there is an obvious propriety in not classing these pupils together in the first and second hours, though, as a rule, the ability to comprehend and the ability to compose go together.

In arithmetic and other branches of mathematics, it is frequently the case that there is a considerable re-classification required, and, in lip-reading and articulation, even a greater.

The last named subject of instruction—to wit, articulation—has been modified by one of the most interesting discoveries in the history of deaf-mute education. At the instigation of Mr. Richard S. Rhodes, of Chicago, we have heretofore experimented with the audiphone designed by him to enable the deaf to hear, through bone conduction. sounds in the air, not addressed to any one individual in particular. We have also used the rigid metallic ear trumpet, which has surprised deaf persons, who, without it, were absolutely unconscious of abili-

perceive vocal sounds, but who were keenly sensible thereof when these sounds were uttered within its cavity. But it was due to Prof. E. H. Currier, by an independent discovery (whether previously made and kept secret or not), to show that, through the use of the ear tube, fifty out of three hundred and seventy, or a little more than one-seventh of the pupils in attendance at the time, were not only able to hear the voices of others, but, for the first time in years, and, in some cases, in their lives, to hear their own voices.

The result of this discovery is of the greatest importance. It is not sufficient for the pupil to hear what is said to him. He must also hear himself say the same thing. In practical instruction, the teacher first directs the pupil to the pupil, through the flexible tube inserted in his ear, and requires him to transfer the mouthpiece to his own lips and repeat the words that have been spoken to him. This enables him to compare his own enunciation with that of his instructor, and, after repeated trials, to imitate it with an approach to exactness. But formerly he would be entirely dependent upon the ear of his preceptor, to whom he would have to look for information as to whether he was repeating correctly or not. Now, he can depend, in great measure, upon his own ear, and merely ask of his teacher that he repeat his words a sufficient number of times to enable him to make the necessary comparison of comparisons.

The education of the ear and of the voice will have the effect to enable a certain number of our pupils eventually to take their place in the society of the hearing, and to converse with all individuals who will have the kindness to address them through the mouthpiece of the ear tube. But it will be necessary, antecedently to this, to continue, at the same time, their instruction in the English language, so that they may become fully conversant with its structure, words and idioms, and it will also be of great advantage to continue their instruction in lip-reading, so that they shall be able to have a greater freedom in intercourse with others, and discern, with the eye, words not directly addressed to their ear.

The instruction in lip-reading necessarily incidental to this would be of great benefit to that large class of persons, who are so hard of hearing that they cannot take part in general conversation, though they have sufficient hearing to enable them to follow words directly addressed to them in a loud tone of voice, and I would recommend that full provision be made for the admission of such individuals into our classes of lip-reading, requiring a fee from those able to pay for the additional instruction required, and procuring an appropriation from the State, for the benefit of those not possessing the requisite pecuniary ability.

The number of pupils in attendance within the year covered by this report—viz., from October 1st, 1883, to September 30th, 1884—was

419 ; and for the Academic year ending August 31st, 398. For their instruction in lip-reading and other studies in language, were employed, as assistants to the principal, 16 teachers, of whom two ladies and one gentleman have retired, reducing the number of teachers in the primary and academic departments to 6 gentlemen and 7 ladies ; a corps sufficient, with the present and prospective number of pupils, to continue the work with efficiency. The value of the labors of the instructors during the Academic year, with a statement of the classification and of the studies pursued, and an account of the closing exercises is so fully given in the report of the committee appointed to conduct the Annual Examination, that it would be a work of supererogation to give a separate estimate of it in this place.

It is to be regarded as fortunate, that the retirement of Miss Caroline V. Hagadorn, from the post of teacher of drawing and painting which she has occupied for some years, has not resulted in the discontinuance of this important means of benefitting our pupils, but has rather led to a yet higher recognition of the claims of Art in the instruction of the deaf, and that the sagacity shown by the Directors in opening a convenient and well appointed suite of studios, and in engaging the services of Madame Le Prince, an artist of experience from the schools of South Kensington and of Paris, has established this department upon a basis which cannot fail to secure results far in advance of what has heretofore been considered possible in connection with Institutions of this kind. The method pursued will give to every pupil in the Institution an opportunity of receiving sound instruction in the principles and practice of drawing from Nature, while the "Advanced Classes" and "Working Studios" will afford technical and practical training in the arts of glass and pottery painting, clay modelling and casting, wood carving, wood cutting and engraving, metal work and other branches of decorative art.

This will not only elevate the character of every manual occupation in which our pupils are engaged, but will, in itself, afford lucrative employment to a considerable number. The possibilities of the scheme are already practically attested by the success, in European Exhibitions, of Mr. and Madame Le Prince's "Technical Art School," Leeds, England.

During the summer vacation, I had the opportunity of attending two very interesting conventions of instructors of the deaf.

The first was the Third Convention of American Articulation Teachers, and was held in the "Institution for the Improved Instruction of Deaf-Mutes," in Lexington Avenue, in this city, during the 25th, 26th, 27th, and 28th days of June. It was special in its character, having reference to questions pertaining solely to oral instruction. It was largely attended, and the discussions and papers were inte-

and important, while the investigation with regard to sensitive-sound, assigned to a committee of gentlemen, who have paid attention to the subject, will, when their report is made, be to throw much light upon points not hitherto exhaustively

second was the Fifth Conference of Principals of American Institutions for the Deaf and Dumb, held in Faribault, Minnesota, at the institution, a building elegantly planned and constructed, and held in a manner reflecting the highest credit upon the prosperous wealth which maintains it. Here were gathered the principal superintendents of twenty-six institutions, and fifty-three other, mostly teachers, directors and other Institution officers, who were invited to sit with the Conference as honorary members. The sittings were continued through five days, commencing on Wednesday, July 9th, and ending on Sunday, July 13th, with a considerable religious phases and requirements of the work. The subjects presented were of great practical importance, and the discussion took a wide range, while the papers read are to be regarded as highly worthy of preservation in a printed form. Probably few instances of this kind, either in this country or abroad, will be of permanent value to our work.

The two assemblages of devoted instructors and eminent friends of the cause showed a great advance, both in methods and results, and of especial value, not only in furnishing the means of comparison of opinions and modes of procedure, but also, in the stimulus and inspiration they afforded.

In closing this report, it devolves upon me to make the following acknowledgments of favors bestowed. Our thanks are due and are fully extended to the publishers of the following periodicals and papers, which have contributed to the information and enjoyment of our pupils.

Monthly.

Our Record, Buffalo, N. Y.
The Mute Ranger, Austin, Texas.
The Sheltering Arms, New York City.
The Sunday School Journal, New York City.

Semi-Monthly.

Sunday School Advocate, New York City.
Deaf-Mute Record, Fulton, Mo.
Silent Observer, Knoxville, Tenn.
Mutes' Companion, Faribault, Minn. (Two copies.)
Maryland Deaf-Mute Bulletin, Frederick, Md. (Two copies.)
Mutes' Journal, Omaha, Neb. (Two copies.)

Semi-Weekly.

New York Times.

New York World.

Weekly.

The Evangelist, New York City.

The Newburgh Weekly Journal, Newburgh, N. Y.

The Utica Weekly Herald, Utica, N. Y.

The Watertown Reformer, Watertown, N. Y.

The Rome Sentinel, Rome, N. Y.

The Saratogian, Saratoga Springs, N. Y.

The Weekly State Gazette, Trenton, N. J.

The Kentucky Deaf-Mute, Danville, Ky. (Two copies.)

The Goodson Gazette, Staunton, Va. (Two copies.)

The Deaf-Mute Mirror, Flint, Mich. (Two copies.)

The Vis-a-Vis, Columbus, Ohio.

Deaf-Mute Hawkeye, Council Bluffs, Iowa.

The Deaf-Mute Advance, Jacksonville, Ill.

The Wisconsin Deaf-Mute Times, Delavan, Wis. (Two copies.)

The Deaf-Mutes' Journal, New York City. (Two copies.)

The Deaf-Mute Index, Colorado Springs, Col.

The Tablet, Romney, W. Va.

The Kansas Star, Olathe Kansas.

The New Rochelle Press, New Rochelle, N. Y.

Our Little People, Rochester, N. Y. (Twenty-two copies.)

The Register, Rome, N. Y.

We have also received reports from the various Institutions at home and abroad, and two valuable works from Dr. F. Techmer, of Leipsic:

"Phonetik Fur Vergleichenden Physiologie der Stimme und Sprache," two vols. ; and

"Internationale Zeitschrift fur Allgemeine Sprachwissenschaft unter mitwirkung Der Herren ;"

favours which we have met, or will meet, in the full spirit of reciprocity.

Two important events, affecting the welfare of the Institution, demand a passing notice.

The first is the retirement, since the commencement of the present academic year, of Dr. J. C. Carson from the office of Superintendent of the Administrative Department of the Institution, to take charge of the State Idiot Asylum at Syracuse ; and the second is the assumption of the office by Dr. George S. Knickerbocker. The record of the former shows an unusual degree of health among the pupils, without the loss of a single one by death ; earnest effort to reduce the expenditures of his department without impairing its efficiency ; and

successful endeavor to increase the number of pupils in attendance. The record of the latter is yet to be made, but, judging from his antecedents, the highest expectations of usefulness are amply justified. The success of the Institution in the past furnishes a ground of confidence for yet greater success in the future, if, under the continued blessing of that Divine Being, who, since the day when He sighed over the miserable condition of a deaf-mute and in pronouncing the word "phatha" conferred upon him the inestimable boon of hearing speech, has made the instruction of the deaf one of the expressions of the religion of love that He came upon earth to establish, unfaltering in His promises and intelligent and earnest effort to carry out His purposes, be not wanting to those entrusted with its great

All of which is respectfully submitted.

ISAAC LEWIS PEET,

Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, *Dec. 1, 1884.*

Report on the Annual Examination

JUNE, 1884.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—Your Examining Committee, appointed by the Board to conduct the Annual Examination of the pupils in the Institution under your charge, having performed the duties assigned to them, respectfully present the following report.

The days set apart for the purpose were Wednesday, Thursday and Friday, June the 18th, 19th and 20th, and upon the last named day the final examination for the school year was completed.

The main object kept in view throughout the examination, was to discover the extent of the progress of each individual pupil rather than to test the advancement of the pupils taken in classes. To facilitate this design, a programme, prepared by the Principal, was carried out, giving as a result the capacity of each pupil, and consequently offering a pretty fair estimate of the capability of the teachers. The questions assigned for each class, and for each particular study pursued therein, had been selected without the knowledge of the instructor, and while the work of examination was in progress, all reference to text books, conversation among the pupils, and assistance from the teachers, were strictly prohibited. Accordingly, the examination papers, when completed, offered a true index of the work performed during the academic year, by presenting the individual standing of each pupil.

While the examinations were going forward, your Committee passed from class to class, viewing the methods in operation, and the spirit in which the pupils responded. We were greatly impressed by the evident zeal with which even the youngest pupils entered into the school work. The manners of the pupils, their answers to the questions given them, and the cheerfulness which they maintained throughout the arduous work, indicated a most successful administration of the Department of Instruction.

the special examination of the High Class, there was necessarily a deviation from the order indicated above. The examination of the High Class, under the instruction of Mr. F. D. Clarke, was conducted by the Rev. Mr. Reed, of the Church of the Intercession, Washington Heights, while the examination of the Female High Class, by Miss Ida Montgomery, was entrusted to Rev. Dr. Stoddard, Executive Committee. To both of those gentlemen, the Committee extend their thanks for the assistance rendered.

The examination of the pupils in Articulation and Lip-Reading, was conducted by the Rev. Dr. Gallaudet, on Friday, June 20th, in the Hall of the Institution, where a fair exhibition of the standing of the pupils in this particular branch was given. It is not going too far to say that the results were marvelous. The system in use, known as the Fingers Alphabet, had been carefully prepared by the Principal, and is undoubtedly one of the most reliable methods yet devised for mastering the difficulties of lip-reading and articulate speech. During the year 1887-88, every pupil has been under instruction, and taught to recognize the consonant and vowel sounds which enter into the composition of English words when uttered singly. While it must be acknowledged that occasional errors were detected in the responses, it is but just to say that they were the exception rather than the rule. The examination furnished unquestionable evidences of advancement.

In their proceedings the Committee were guided by the subjoined Table of classes, which gives, in tabulated form, the number of pupils under instruction during the year, the number present at the examination, their standing according to the number of years under instruction, and their special and general classification.

SCHEDULE OF CLASSES, JUNE 18, 1884.

I.—MALES.

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
I.	Francis D. Clarke....	8 years.....	17	15
II.	Thomas F. Fox.....	7 years.....	18	17
III.	Thomas F. Fox... ..	6 years.....	16	16
IV.	William G. Jones.....	5 years.....	21	20
V.	Luann C. Rice.....	4 years.....	21	21
VI.	William G. Jones.....	3 years.....	24	24
VII.	C. W. Van Tassell....	2 years.....	25	25
VIII.	G. C. W. Gamage.....	2 years.....	19	19
IX.	G. C. W. Gamage.....	1 to 2 years.....	19	15

KINDERGARTEN.

(Children under 10 years.)

I.	Chester Q. Mann.....	3 years.....	5	5
II.	Chester Q. Mann.....	2 years.....	16	16
III.	Chester Q. Mann.....	8 months.....	23	23
IV.	Chester Q. Mann.....	2 months.....	6	6

SPECIAL CLASSES.

(Deaf, Dumb and Blind.)

I.	E. H. Currier.....	8 years.....	1	1
II.	E. H. Currier.....	6 years.....	1	1

ARTICULATION CLASS.

| E. H. Currier.....	| 10 mos. to 7 yrs. . . .	| 12	| 11
--------------------	-------------------------	----	----

HIGH CLASS.

| F. D. Clarke.....	| 9 to 11 years.....	17	14
		261	249

II.—FEMALES.

I.	Josephine L. Ensign..	7 and 8 years.....	18	17
II.	Ida Montgomery.....	6 years.....	19	19
III.	Josephine L. Ensign..	5 years.....	20	19
IV.	Jane T. Meigs.....	4 years.....	20	20
V.	Jane T. Meigs.....	3 years.....	16	16
VI.	Myra L. Barrager.....	2 years.....	23	23
VII.	Myra L. Barrager.....	1 to 8 months.....	11	11

HIGH CLASS.

| Ida Montgomery....	| 9 and 10 years.....	10	9
		137	134

LIP READING.

TEACHERS.	Under instruction within the year.			Present at the Examination.		
	Males.	Females.	Total.	Males.	Females.	Total.
Currier.....	19	5	24	16	4	20
Ch Mitchell.....	46		46	46		46
Boles.....	55	72	127	53	70	123
Re F. Rintoul.....	89	24	113	82	24	106
Meigs.....		36	36		36	36
Brearley.....	50		50	50		50
	259	137	396	247	134	381

DRAWING.

V. Hagadorn.....	193	98	291	183	95	278
Q. Mann.....	50		50	50		50
Re L. Ensign.....		20	20		20	20
Montgomery.....		19	19		19	19
D. Clarke.....	16		16	14		14
	259	137	396	247	134	381

RECAPITULATION.

UNDER INSTRUCTION DURING THE YEAR.	PRESENT AT THE EXAMINATION.
Males, 261	Males, 249
Females, 137	Females, 134
Total, 398	Total, 383

the purpose of affording, within a small space, as much information as possible upon the general examination, the Committee make the following statement of the class representing each year in the order of standing.

MALE DEPARTMENT.

Ninth Class.

This class is composed of nineteen pupils, with a standing of from two years, and is taught by Mr. G. C. W. Gamage. Four of the pupils were absent from the examination. The class embraced nineteen pupils who had been the least time under instruction in the building. Their studies were: The alphabet—manual, written and printed; Dr. I. L. Peet's Language Lessons, from page 90 to 152; P. Peet's Scripture Lessons, four sections developing the idea of the United States History; Penmanship; Writing from Grammatical Symbols, and enumerating in figures and words up to 500.

The examination papers of the pupils in this class were very good for beginners. In United States History, correct answers were given to six questions. To the request for some sentences about God, the following productions are presented as specimens of the replies: "God is almighty and all-wise," "God never forgets." To the question "Does God ever err?" one answer read, "No, sir; God never errs." The eagerness of the little pupils to show how much they had learned, the neatness of the handwriting, and their general appearance was in the highest degree pleasing.

Eighth Class.

This class is also under the instruction of Mr. Gamage, and contains the same number of pupils as the preceding class. From the programme it is found that the standing is two years. The pupils had studied Dr. H. P. Peet's Course of Instruction Part III, 30 pages; Dr. H. P. Peet's Scripture Lessons; Written Arithmetic; Grammatical Symbols; and a model letter every second week.

In Arithmetic, correct answers in twelve cases were given to the question: "A man had two sheep, and his brother gave him five. How many had he then?" The numbers 62,868, 83,544, 62,834, 50,003, 68,430 were also added quite rapidly. The following is a specimen letter found among the papers.

"NEW YORK, June 10, 1864.

"MY DEAR FATHER:

"I am uneasy about you. I think you have forgotten me. Let me know how you are. I am well and happy. On Decoration Day, we saw the soldiers. Vacation is coming fast. I have no more to say. I remain

"Your affectionate son."

The pupils in this class showed ready familiarity with simple questions in Scripture. In fact, with all the subjects embraced in the programme the examination showed the majority of the class to be perfectly at home. The examination was alike creditable to pupils and teacher.

Seventh Class.

The seventh class, of which the standing is two years, comprises part of the pupils who were formerly connected with the Mansion House at Tarrytown, and were transferred to the main institution at the beginning of the present school year. It is under the charge of Mr. C. W. Van Tassel, and is composed of twenty-five young boys.

This class, after finishing and reviewing the Elementary Lessons, had taken up the third part of Dr. Peet's Course of Instruction, which rehearses the home history of man, from the cradle to the grave, introducing many familiar household words and phrases. With these the class showed themselves thoroughly familiar. Goodrich's History of the

States had also been studied as far as the 56th page, and answered such questions as "Who inhabited America before the English?" "In what order were the colonies settled?" etc., were readily

in arithmetic the class had been faithfully instructed, and had mastered the fundamental rules. The following questions were asked and correctly answered: "John had 14 books, his little sister tore 8 of them in pieces. How many has he now?" Ans. 6. "Multiply 54,513, 321. Ans. 1,749,875,320." Besides the topics mentioned their course also included Peet's Scripture Lessons, Model Letters, Stories, Penmanship and Drawing. The examinations were highly satisfactory.

Sixth Class.

The sixth class, that having a regular standing of three years, was taught by W. G. Jones, and embraced twenty-one pupils, all but one of whom were present at the examination. The course of study pursued in this class included Child's History of the United States; Swinton's Geography; Peet's Scripture Lessons; Written and Mental Arithmetic; Original Compositions; Model Letters, and Penmanship. Sentences and answers to questions, written by the pupils of this class were favorable specimens of the attainments of deaf-mutes after three years of instruction. Words were given for the pupils to embody in sentences of their own composition. On the word "like," one wrote "I like to be at school;" on "command," "God commands us to obey each other;" on "never," "Washington never told a lie." Questions in subtraction, multiplication and division, were readily answered by the pupils. In Geography and United States History, the class showed a good standing, considering the number of years they had been at school. In the latter study, in answer to the question "What do you know about the Indians?", the following was given: "The red men were tall and straight in stature. Their hair was red or brown, their hair long, coarse and black. By nature they were brave, cruel and revengeful. But they always remembered their promises."

Fifth Class.

In this class, the pupils were divided, according to their standing, into two divisions, both of which were taught by Miss Luann C. Rice. In the case of the seventh class, the pupils were formerly at the Normal House at Tarrytown, but during the present year, they have been transferred to the Institution proper. In the first division there were ten pupils whose course of study was De Fontaine's Wisdom and Scripture Lessons, from Section XIII; Foster's Story of the American People; Mental and Practical Arithmetic; Language Lessons; Keep's Stories; Model Letters and Dialogues in alternate weeks. The

The class was practiced daily in writing original compositions, and every lesson was taught by manual dictation, the pupils making responsive signs. The number and variety of the questions asked on the various topics precludes any selection of specimen papers. We give, however, an example of the general questions asked, most of which, by the way, were remarkably well answered.

“Why did Christ perform miracles?”

“When were the American Colonies declared free and independent?”

“Who was Mahomet, and what did he do?”

The second division contains ten pupils, not so advanced as in the other division. The programme of studies of this section agreed in the main with that of the first division, but there was a considerable difference in detail. The first division had made greater progress in their studies, but the examination papers of this section indicated a pretty close standing to the other division of the class.

Throughout the examination papers of this class, are exhibited evidences of as great an advancement as could be expected from children of the public schools of the same age. The class was a remarkably bright set of boys, and they certainly passed a most successful examination.

Fourth Class.

In the fourth male class there were twenty-one pupils, under the instruction of Mr. William G. Jones, with a standing of five years. Their programme of study embraced Geography, United States History, Arithmetic, Story of the Bible, and English Composition, particular attention being given to the last mentioned. On the various topics, the class sustained a very creditable examination. The following is taken from one of the papers as a specimen of Composition: “Lafayette came and helped the American Army. He spent many thousands of dollars for American independence. After the war, he went home. It being learned that he was poor, Congress voted him two hundred thousand dollars and a large tract of land. In 1824, the people of the United States were gratified by a visit from their old friend.” In the studies mentioned in the programme, the pupils of the class were all well drilled, which was fully attested by the general excellence of their replies to the questions asked.

Third Class.

There were in this class sixteen pupils, of six years' standing, under the instruction of Mr. Thomas F. Fox. The programme of study which they followed embraced Historical selections from DeFontaine's Wisdom Teeth; English Composition with grammatical analysis, History of the United States, Swinton's Primary Geography, Colburn's Mental, and Ray's Elementary Arithmetic, Foster's Story of the Bible,

Composition, and Penmanship. In geography, the class was exercised in the general principles of the subject, and in the and political geography of our own country. In United States, the class answered such questions as : "Who were the Pilgrims?" "What is the Constitution of the United States?" "What was the cause of the War of the Rebellion?" As a practice for composition, the class had been required to construct original sentences upon the important phrases in the lesson for each day. The following is a sample composition :

Our teacher told us about Lieutenant Greeley. He was sent to the regions of the North, but has not been heard of for several years. So the government will send ships to look for him and his men. There will be three vessels. One of them is called the Alert. Queen Victoria gave it to the United States. The other two are the Bear and the Eagle. I don't know if they will succeed. It would be wonderful if they and his men were saved." These pupils acquitted themselves creditably, making a favorable impression by the general correctness of their replies.

Second Class.

The Second Class, or that of the seventh year, comprises eighteen pupils who were also under the instruction of Mr. Thomas F. Fox. The course of study is in several respects different from that of the first class mentioned. In composition, they were obliged to translate signs into English language as the surest way of testing their comprehension of the subject. It was made a point to keep the pupils informed on the news of the day, and have their opinion of important events in the country.

They were also given a daily dumb-bell drill a few minutes at the end of the hour for dismissal. In arithmetic they had gone as far as fractions. The following was solved by all but three members of the class : "If 12 lbs. of coffee cost \$5½ what will 1½ lbs. cost?" The attainments of the class in composition are indicated by selections of sentences written by the pupils containing given words such as "important," "attractive," "significant." "General Grant gained several victories during the War of the Rebellion." "I do not think Examination is an attractive study." "Composition is an important study." The class was examined in the following studies : Peet's History of the United States ; Douglas's English Grammar with Symbolic Analysis ; Ray's Elementary Arithmetic ; Harper's School Geography ; Language Exercises ; Foster's Story of the Bible, and Penmanship. Satisfactory results were given that this course had been successfully mastered, and the pupils possessed the ability to put their knowledge to practical use.

First Class.

The rank in studies of this class is next to that of the High Class. It is under the instruction of Mr. Francis D. Clarke, and has a general standing of eight years. There were eighteen boys in the class, most of whom have completed the regular course of study offered by the Institution. As might be expected, the programme embraced a wider range and more elevated subjects than those of the younger classes. The questions given them were on the following subjects:—History of England, English Composition, Book-keeping, Arithmetic, Geography, Grammatical Analysis, Penmanship, and Original Composition.

The classes passed a creditable examination in English history and geography. In arithmetic and book-keeping all did well, and several were quite proficient. In the former subject, the following were satisfactorily performed: "Change DXLIII into figures and words." "Change into figures, nine hundred and ninety-nine quadrillion; nine hundred and ninety-nine million, nine hundred and ninety-nine thousand, nine hundred and ninety-nine." In book-keeping, a correct bill was made out for "John Smith bought of Charles Carter 5 chairs at \$6.00; 3 bureaus at \$12.00, and 5 frames at \$37.50."

In composition, the class had been frequently practiced in writing narratives, letters and other compositions, and were kept informed as to the current events of the day. Below is given a story which was translated from the teacher's signs into composition by one of the pupils. "A man in the city said that a cat might jump, walk, run and climb, but it could not count. A boy told the man that he must be mistaken, as cats can count. He said he could prove it by his own cat. One day he went into the barn to see the kittens, and brought one into the house. When the old cat found that one was missing she mewed and seemed distressed. She came into the kitchen, and seeing her kitten, took it back to the barn. That proved that the cat could count." In all the subjects of the examination, the class passed through in a manner showing that the teacher had been skillful and diligent in teaching, and knew how to excite and gratify his pupils' thirst for knowledge.

Kindergarten.

In this department are collected all those male pupils ranging from six to ten years of age, who have entered the Institution within the last two years, and who, from their extreme youth, are not yet prepared to submit to the drill and rules governing the larger boys in the main building. They are, therefore, quartered at the Mansion House, within the Institution grounds, and are under the instruction of Mr. Chester Q. Mann and Miss Julia T. Brearley. Altogether, they number fifty pupils, and on account of their difference in age, mental

and time in school, they are separated into four classes. The classes exemplify both the level upon which the educational system is erected and also the rapid expansion of their ideas, and the training of the faculties through language.

Fourth Class.

There were in this, the youngest class, six pupils who had been in school two months. It was composed of very small children, who had been totally unable to hold any communication. In their examination they were able to distinguish the twelve objects, which are the first elements of instruction of the totally uneducated mute child. They were able to spell the names of the objects on their fingers, to write on the slates, and to distinguish the objects when requested to do so.

Third Class.

In the next higher class, the third, was composed of children who were no longer in school, and were of greater intelligence. There were in this class twenty-three boys, with a standing of seven months. At this time they had advanced as far as page 35 of Peet's Language Lessons, could count from 1 to 300, and showed a decided proficiency in penmanship over those in the lower class.

Second Class.

In the second class, with a standing of two years, had seventeen boys who had further advanced. Their studies covered Peet's Language Lessons; Peet's Course of Instruction Part I; Peet's Scripture Lessons; Arithmetic and Penmanship. The Ten Commandments and the Lord's Prayer were written from memory by all the class, and in arithmetic questions in addition and subtraction were satisfactorily answered.

First Class.

In the most advanced class there were five boys of three years' standing. They were so far advanced in age and education as to be about ready to transfer to the institution proper. Their programme of study included Peet's Language Lessons, finished or reviewed; Peet's Scripture Lessons, first part finished and reviewed and the second part commenced; Peet's Arithmetic, Drawing, Penmanship, and Model Letters explained by the teacher. As a composition exercise, they had been drilled in original compositions with words and phrases selected by the teacher. They added 8,444 and 10,009. The class exhibited intelligence and showed correctness in their answers.

Articulation Class.

As will be seen from the title, this class is composed of pupils who show special aptness for articulation and lip-reading. While all the other pupils receive an hour's daily instruction in this branch, the class now mentioned is under the special care of an instructor fully acquainted with the system of articulation and who employs it in all the studies pursued by his pupils. The class is instructed by Mr. E. Henry Carrier, who has under him twelve pupils whose standings vary from ten months to seven years. To meet the demands of such a variety of mental capacity, it is found necessary to give very close attention to the selection of the course of study so that the youngest pupils may advance steadily with the older and more intelligent. The programme pursued by the class was Swinton's History of the United States; English Composition; Bell's Visible Speech and Lip-Reading; Monroe's Reading Charts; Arithmetic; Geography, and Penmanship.

In their articulation and lip-reading, the class showed to great advantage, their concerted speaking being a distinguishing feature. The examination papers covered a wide field, and the answers were all exceedingly well-written, the pupils showing a comprehension of the subjects.

As an illustration of their use of language, we give two specimens of unaided composition on the same subject. The first was written by a congenital mute and the other by a semi-mute.

"There was a good and pious man by the name of Abou Ben Adhem. He was kind to the people. One night he was asleep and he saw an angel come from heaven with a golden book. The book had the names of good people. He asked the angel if his name was in the book; the angel said No, and went away. The next night the angel came and showed him the book, and Abou saw his name first."

"Abou Ben Adhem was a just man who had a tender feeling towards other people. One night while asleep he had a vision of an angel writing in a golden book. Abou asked the angel: 'What writest thou?' The angel answered: 'I write the names of those who love God.' Abou asked if his name was in the book, and the angel sadly said 'No,' and vanished. The next night the angel again made its appearance. Abou asked to have his name placed in the book as a man who loved his fellow men. The angel showed him the book, and the first name was his own."

The answers to the questions in history and geography evinced great originality in the use of the English language. The class showed that it had been patiently and carefully instructed and the pupils ably responded to the conscientious efforts of the teacher to bring them to a high standard.

The Class of Blind Pupils.

The Special Class of deaf, dumb and blind boys, taught by Mr. E. H.

, consists of James H. Caton and Richard T. Clinton. Both of boys are so well known as to require no special description. His standing is that of the High Class, but on account of his blindness has the attention of a special teacher. During the year, he had daily practice in English Composition, and has studied Astronomy, Geography, Geology, and Chemistry. In addition, he was familiar with the principles of heat, light, electricity, and magnetism and motion. He also used Cathcart's Literary Reader, and the life of Shakespeare and committed to memory many extracts from his writings. The *New York World* was read to him daily, and conversations on the current events of the day were had with him by his teacher and the more advanced boys. To questions put to him on Examination day he gave answers by the aid of the type-writer, in the use of which he is an adept. We quote a few of his answers :

Petroleum is believed to be the result of the earth's internal heat on beds of a rich kind of coal. The heat may be said to distill from the coal, perhaps first rising as a gas, which it reduced to liquid state by the pressure of the earth."

The Barometer is an instrument used for measuring the pressure of the atmosphere."

Richard T. Clinton's studies have been Keep's Stories, committed to memory; "Wisdom Teeth," twenty-five pages; Addition and Subtraction Exercises in Composition. By the help of the type-writer, he spelled, "volcano," "valley," "laws," "Indian," and several words. To the question: "After whom is America named?" he answered. "After Americus Vespucius, a native of Florence, in whose honor were the laurels which should have crowned Columbus." The papers of these boys show how much can be accomplished by patient instruction. Their examination reflected much credit upon the ability and untiring efforts of their teacher, whose methods of instruction were as original as they were interesting.

FEMALE DEPARTMENT.

Seventh Class.

This class, taught by Miss Myra L. Barrager, consisted of twelve pupils from one month to one year's standing. Owing to the great scarcity of time in school, the pupils were arranged into four grades. The fourth grade had learned to recognize the names of the twelve months, which is the first step taken by the pupils to master the English language. The third grade, in addition to this, had learned to write, and had studied the first sixteen pages of Peet's Language Lessons. The second grade had studied Peet's Language Lessons as far as page 27, and could write a few simple sentences. The first grade,

containing five of the older pupils, had still further proceeded to page 44 of Peet's Language Lessons, and had studied the first section of Peet's Scripture Lessons and the Lord's Prayer. Of these girls, little Johanna Zettel specially distinguished herself. Though only four years old and quite small, she learned to write as readily as a child two years her senior, and having once acquired this knowledge, she showed intense delight in displaying what she knew. In reply to the proper questions, her chubby little hand glided quickly along the slate forming the replies: "I am four years old," "I live in New York." For beginners, the papers of this class reflect credit upon the pupils, and indicate decided ability as well as painstaking care on the part of the teacher.

Sixth Class.

The sixth class is also under the instruction of Miss Barrager, and comprises twenty-three females of two years' standing. On examination day all were present. According to mental capacity, the class was divided into two grades. In the second grade were five bright little girls of only one year's standing, whose papers show that they have steadily kept up with the others of their class. The studies of this grade for the year were Peet's Language Lessons to page 90; Peet's Scripture Lessons to section 5; Counting in words and numbers from 1 to 5000; the Lord's Prayer, and two hymns. The most advanced grade had completed Peet's Language Lessons, and gone in Scripture as far as Section 8. They had mastered 34 pages of Colburn's Mental Arithmetic, and done simple exercises in addition and subtraction. They had committed to memory the Ten Commandments, the Lord's Prayer, and five hymns. Both grades had received instruction in articulation and lip-reading, and a short time each day was devoted to penmanship. They had been taught how to analyze sentences, placing above each word the proper grammatical symbol. The papers of these pupils show a clear comprehension of the subjects comprising their course of study. One little girl, seven years old, and one year under instruction, wrote in answer to the question: "What blessings does God give us?" "God gives us food, clothes, health and happiness, friends and teachers, and the Bible." The examination of this class, as in the foregoing, shows what can be accomplished by a teacher with patient industry and devoted zeal.

Fifth Class.

This class has been under Miss Jane T. Meigs. It contained sixteen girls of three years' standing, all of whom were present at the examination. The course of study for the year has been nine sections of the History of the Bible, studied and reviewed; Peet's Course of Instruc-

Part III, pages 20 to 60, comprising a history of Manhood, Old Inflection of Verbs, Words and Phrases Illustrated, and a History of Animals in general; 10 pages in Colburn's Mental Arithmetic, and pages of Peet's Language Lessons. Articulation and Lip-reading taught one hour a day, and instruction in penmanship and drawing were given. At the examination, "Can old people work hard?" given out, one girl wrote, "No, they cannot work hard. They are very weak. They are wrinkled. They cough. They like to sit in the fire." To the question, "If you had much money, what would you buy?" was written the following reply, by a little girl who evidently had a kind heart: "If I had much money, I would buy meat or bread, or bread and butter, and give it to the poor." Most of the questions put to the class received correct answers, and their papers showed that they had studied well and had been attended to by a competent instructor, who had successfully trained them in the studies of this course.

Fourth Class.

This class, also taught by Miss Meigs, consisted of twenty girls of four years' standing. All were present at the examination. Their studies for the year embraced ten sections of the History of the Bible; 24 pages of Norton's Primary Geography; and Dudley's and Colburn's Arithmetic.

From the School and Family Dictionary, a number of words were given to be dictated to the class, with various sentences illustrative of their meaning. Articulation and lip-reading received an hour's daily instruction, and model letters and dialogues were given in alternate lessons.

Penmanship and drawing were also taught. In looking over the papers of this class, we find that, in general, the answers in Geography and History of Animals were correct, showing that the exercises of the pupils were exercised to such a degree that they were capable of retaining many facts learned from their books. To the question, "What is the Earth?" nearly all wrote: "It is one of a number of celestial bodies, called planets, which revolve around the sun, and receive from it light and heat." In answer to "In what are the lower animals unlike man?" was written: "Animals do not think. They cannot speak, or read, or write. They have no souls. They cannot worship God."

The work performed by this class throughout the year, as covered by the examination, shows that they have received the attention of an accomplished and successful instructor.

Third Class.

This third class was under the care of Miss Josephine L. Ensign. It consisted of twenty girls of five years' standing. The studies of the year were Foster's Story of the Bible, Parley's Universal History,

Harper's Introductory Geography. The Ten Commandments and the Lord's Prayer were committed to memory, and also selected hymns. Exercises in the four ground rules of arithmetic had been performed by most of the class. Ample time had been given to the teaching of language, while drawing and penmanship received their share of attention. The papers of this class indicate that the pupils have given great attention to the work of the year. We give a few illustrations. "What is the difference between History and Geography?" "History is a record of events and Geography tells of the places where they happen." "What did the people resolve to do after the flood?" "They resolved to build a tower so they could climb upon it and save themselves from destruction if God should break his promise, as they thought he would."

Many more could be quoted, but the above will suffice. It is worthy of notice that the answers were uniformly good, showing the mental capacity of the members of the class to be nearly equal. The examination was a success, and is creditable alike to the efforts of the teacher and of her pupils.

Second Class.

In the second class were found nineteen young girls, whose pleasant faces bespoke bright intellects. They were under the instruction of Miss Ida Montgomery, and had a standing of six years. During the school year, they had gone through Mitchell's Primary Geography; had studied 50 pages of Swinton's History of the United States; and had also studied Arithmetic, Mental and Written, and selected portions of the Bible. They had two hours weekly instruction in drawing, special attention being given to map drawing, all the specimens of which were well executed. The class had also learned about two hundred and fifty proverbs, some of which we take from the papers of a girl, who had mastered two hundred and twenty-seven. "A fool and his money are soon parted." "I have other fish to fry." "Rich in hair and poor in brains." The children had mastered many hymns and poems, for special occasions, which they often recited publicly in signs in the chapel. They all wrote "America" from memory. We take some specimens from the papers of the pupils. In mental arithmetic sixteen of the pupils gave the difference between 748 and 329. All but two pupils performed in writing $72 \div 8 \times 3 - 3 \div 8 + 1 = ?$ To the question, "Which would you rather have, $\frac{1}{2}$ or $\frac{1}{3}$ of a dose of castor oil?" came the answers, "I would not have any," "One fourth," "I hate it," "I do not like it." In composition they showed a clear, simple style, and few errors of construction were noticeable. The ability of the class in this branch was tested in writing the story of Mother Hubbard, all using their own language. The specimens are so charm-

and so characteristic of the style of the pupils, that want of space prevents us from reproducing a few. Geography, however, was special study of the class, and here they excelled, being well drilled in a map of the United States. The work of the class in all respects excellent. Their comprehension of original questions, and the rapidity and quickness with which they answered, was astonishing. Pupils and teacher deserve unstinted praise for the fine showing made, indicating a most careful and comprehensive training.

First Class.

In the case of class third, this class was also under the able instruction of Miss Josephine L. Ensign, and has a standing of seven

During the year they have gone over the required portion of books selected for the perusal of pupils who have been seven years in the graded course. The books used were Anderson's School History of England, Swinton's Grammar School Geography, Kerl's Common School Grammar, with symbols, Ray's Practical Arithmetic. The Ten Commandments, the Lord's Prayer and selected hymns were also committed to memory, and drawing was taken up with pleasing results. In general rule the pupils of this class show a thorough knowledge of what they have studied, and their ability to express their ideas in sentences reflects credit upon themselves and their teacher. We quote at random some of the questions given, with the replies: "What can you tell me of Alfred the Great?" "His achievements and virtues and talents which he displayed in every circumstance of his life, justly won for him the title of the 'great.' He endeavored to relieve his people from the gross ignorance in which he found them, and in this he succeeded." "After the death of Moses, who ruled over Israel?" "When Moses was dead, Joshua ruled over the people, and they obeyed him as they had obeyed Moses. For the Lord gave Joshua wisdom, and made him able to teach them as Moses had done." Words given to be incorporated in sentences, were illustrated by the pupils with great exactness. We give some examples, the required word being in italics. "Prof. Morse *invented* the telegraph many years ago. He is now dead now." "We *understand* Dr. Peet's signs, because he explains them so plain." Much more is worthy of quotation, but want of space makes it impossible for us to do full justice to the class.

Special Classes.

The classes coming under this heading include the classes in articulation and those receiving instruction in art. In both of these departments are embraced all the regular classes, each class having had an hour daily drill in articulation and lip-reading, and also two hours per week in drawing.

Lip Reading.

The examination was held by Rev. Dr. Gallaudet, as will be seen in the opening part of this report. Every pupil in the school, excepting the two blind boys, has had instruction in this branch under some one of the six special teachers. Of the whole number taught, Professor Currier had charge of 20, Miss Maria Toles, of 123, Miss J. F. Rintoul, of 106, Miss J. T. Meigs, of 36, Miss Elizabeth Mitchell, of 46, and Miss Julia T. Brearley, of 50—making a total of 381, the whole number of pupils under instruction, excepting the two blind boys. There was quite a percentage of these who could speak accurately and distinctly as well as read the lips.

Art.

In the department of Art, the main body of the pupils were instructed by Miss Caroline V. Hagadorn, the regular teacher of drawing. However, Mr. Clarke, Miss Montgomery and Miss Ensign, taught part of their classes in this branch. They were examined by Prof. Augustus Le Prince, who recommended the list of prizes in the department which have been awarded by the Board.

The High Class.

In addition to the regular examination of the High Class, the details of which will be found in the report of the examiner, Rev. H. Morton Reed, there was also a special examination of the six graduating members of the class to determine the question of their diplomas, the gold medal, the prize for rhetoric, and the Harriet Stoner Testimonial. The special committee to conduct the examination consisted of Professors Frank D. Clarke, E. Henry Currier and Thomas F. Fox, who presented questions on the following branches covering all the studies of the three years' course, viz : History of England, Grammar and Rhetoric, Physical Geography, Arithmetic and Book Keeping, Vegetable Physiology, Chemistry and Physics, Moral Science, and Latin. The results of the examination in regard to the scholarship of the class, may be seen from the resolutions, regulating the conferring of the diplomas and prizes.

CLOSING EXERCISES.

The exercises of Closing Day were held in the chapel of the Institution at ten o'clock A.M., on Wednesday, June 25th, in the presence of the Board of Directors, the parents and friends, of the pupils and others interested in the Institution. The programme was as follows :

PRAYER.

ADDRESS BY THE PRESIDENT, HON. ERASTUS BBOOKS.

GENERAL REPORT ON THE EXAMINATION, by the Chairman of the Committee appointed by the Board of Directors.

SPECIAL REPORTS ON THE EXAMINATION OF THE HIGH CLASS, by Rev. C. Stoddard, D.D., and Rev. H. Morton Reed.

EXERCISES BY THE PUPILS :—

Primary Instruction, illustrated with a class from two weeks to eight months under instruction.

Impromptu addresses, by

Walter Lenoir Bingham,	Theodore Irving Lounsbury,
Anthony Capelli,	George Sidney Porter,
John Henry Geary,	Arthur Lincoln Thomas.

James Henry Caton, a blind deaf-mute, and by Charles McCormick, a deaf-mute without hands.

Pantomimic Representations, by Frederic Ekardt and May C. Crolius.

Answers to questions proposed by the audience, by

Georgie Decker	May Martin,
Frances C. Hawkins,	Emily A. Wells.
Mary A. Weyant.	

Poem, delivered in signs, by Georgie Decker.

Graduating Essay. Subject—"Characteristics of Negro Life"—by Walter Bingham.

Graduating Essay. Subject—"Ambition"—by Arthur Lincoln Thomas.

Othello's Address to the Senate, rendered in signs by James Henry Caton.

Graduating Essay. Subject—"Technical Education"—by Theodore Irving Lounsbury.

Graduating Essay. Subject—"The Antiquity of Man"—by Anthony Sullivan.

Graduating Essay. Subject—"Modern Painters"—by Dennis Sullivan.

Gymn—"America"—given in concerted signs, by a choir of girls.

Oration. "Results of Small Beginnings," with *Valedictory Address*, by George Sidney Porter.

DISTRIBUTION, BY THE PRESIDENT, OF CERTIFICATES, DIPLOMAS AND PRIZES.

PARAPHRASE OF THE LORD'S PRAYER, IN CONCERTED SIGNS, BY A CLASS OF BOYS.

BENEDICTION.

The annexed essays had been prepared by the members of the graduating class, and were read by the Principal, being at the same time delivered by their authors in signs for the benefit of those who could not hear :

CHARACTERISTICS OF NEGRO LIFE.

It is, I believe, generally admitted that the spirited pictures of negro life now current, represent the past rather than the present. The picturesque, old-time customs that have hitherto formed the main element in the conception of negro life, have passed or are passing away. Doubtless the sense of their decadence adds to their interest, for, as a rule, the perspective of time is no less essentially an adjunct of the picturesque than the perspective of space.

The most casual observer cannot fail to be struck with the perfunctory, half-hearted manner, in which old customs are gone through with. The immemorial corn shuckings, pre-eminently the most characteristic of all such "gatherings," once the rendezvous of whole neighborhoods, and the nocturnal scenes of mirth explosions, are now very tame affairs indeed. Time was when November evenings were fitfully resonant with corn shucking songs, when, night after night, stunning volumes of the weirdest melody shrilled through the humid air, till met and buffeted by kindred strains, and when on many successive nights one would seek in vain to pass beyond their sway. Now, the "oration put out," no crowd assembles, and, as a rule, the planters are driven to husk corn in the day time with hired labor.

In short, an unmistakable change in negro character, the natural outcome of his altered condition in life, is at hand and in an advanced stage of progress. He is putting away childish things, and striving in his own crude, grotesque way, to grasp matters of higher import. The bulk of the black race have learned to read, after a fashion. Their primer is the Holy Bible, reading has produced its inevitable results on a race once ignorant, imaginative and susceptible. That wondrous volume is suddenly unsealed to hearts too impressible to ignore, to minds too unphilosophical to nullify. Sudden light discovers and magnifies to the unthinking and godless the awful peril of their position. A material heaven looms above them ; a terrible abyss yawns beneath. They recoil in horror and dismay from their courses. Agreeableness is the touchstone to which the negro brings every thought, action and word. Pleasure and happiness become synonyms for vice and ungodliness. Never before, perhaps, in the history of the world, have two decades brought such a manifest change in a race.

In regard to religious belief, the vast majority of the blacks are Baptists. Next in point of number come the Methodists. Lastly, though vastly in the minority, stand the Presbyterians and Episcopalians. In fact, the latter admit and deplore their inability to carry out an ade-

system of missionary work among the negroes. In only a few great cities do we find African Episcopal churches. True, all white Episcopal churches have galleries set apart for the negroes, they are unused, or at most sparsely occupied. It is not common to find a white Episcopal church with one or more colored members. The rule, the doctrine and ritual of this church seem utterly incompatible, and therefore repellant, to the negro. As above stated, the majority of the negroes are Baptists, staunch and immovable. Nor is the reason for their preference hard to find. The glowing and tumultuous scenes of the revival, where hundreds, writhing in inward agony, have cast themselves in the dust; the weird solemnity of the season in which each new convert rises in turn in the hushed, dimly lighted church, and with hands stretched toward heaven, pours out with characteristic volubility his minute account of his desperate struggle with the devil, his hairbreadth escape from the abyss, his brief sojourn in heaven; the haunting scene of the baptizing, where thousands are gathered around the leaf-ensconced, unrippled pond, gazing, swaying, singing, shouting, awakening echoes that have slumbered since the baptism of the red man. These only are the sermons that speak directly to him. Without them, religion is dull and insipid.

The negro preachers may be sharply divided into two classes, the educated and the uneducated, or, as they phrase it, the "larnt" and "unlarnt." The former are young men, who have grown up amid the new order of things, and who by dint of their own industry and frugality, have managed to defray part of the cost of their limited education, some assistance having been afforded by their respective churches. They read with tolerable fluency, are slight smatterers in theology, and write in a fashion which, although wholly unintelligible to the uneducated people, is, I believe, decipherable by their own race. These young divines, though they have higher ideas for their race, and are gradually acquiring a wholesale influence over them, do not as yet exercise the sway of the older uneducated preachers. Then we see among these older ones, those who are capable of manufacturing theology, and coining words with the facility of a Carlyle. A minister of this class may just be able to flounder through a chapter of Scrip-

He may be uncouth in gesture and barbarous in diction; yet earliness lends dignity to his manner and passion fuses his jargon into eloquence. He may habitually outrage logic, and occasionally contravene proprieties, but the salient points of his discourse are sound, and his words go straight home to the hearts of his hearers. His power out of the pulpit is also great, almost boundless. Within his own parish, he is practically a priest and pope. Excommunication itself is his most powerful weapon. His censorship of the morals and deportment of the flock, though to our minds unsupportably annoying and humiliat-

ing, is undoubtedly wholesome and necessary. Though his discipline can by no means escape the charge of inconsistency, his influence is always exerted to make them honest and faithful men and women, and to restrain the besetting sins of the race. In many instances, he resorts to their employers for information touching their honesty and industry. Then monthly, on a stated Saturday, they are rigidly required to assemble and give an account of themselves. As the negroes possess almost a morbid local attachment, they are exceedingly loath to transfer their membership. When in quest of employment, they move to a distance, and in many instances this monthly attendance involved a tramp of forty miles or more. But no excuse is taken, and upon failure to attend for three consecutive months they are unhesitatingly cut off. It is at these meetings that all rumors touching the morals and deportment of each member are rigidly investigated, and the culprits summarily, though from our stand-point indiscriminately, punished; the same penalty, six months' suspension, being inflicted for dancing and chicken stealing, and the like.

Education, since the close of the war, has done much in reforming their habits and opinions, and elevating their condition. Before the war, nearly all the negroes could neither read nor write. Upon the establishing of public schools, colleges, and a few universities for their race, there has been thus far a great change for the better. These institutions of learning turn out hundreds of young men and women polished in manners, well read in science, and even possessing a mastery of foreign languages. To-day, in North Carolina, there is a railroad in construction whose president, secretary, treasurer, chief civil engineer, and all officers connected with the road, are colored men of wealth.

In the southern states are found many of this race acquiring wealth and possessing some of the finest and most extensive plantations in the "Sunny South." But space does not permit to speak to any extent of their wealth and standing, except to point to the many lawyers, senators, congressmen, and clever judges, of that color.

There still exists among the colored people a class known as "old slaves," who are extremely ignorant, superstitious, and believers in the nocturnal ghost and bad omens. As an instance of their belief in the supernatural, I need but cite an occurrence which happened in North Carolina a few years ago. A large gang of blacks, principally ex-slaves, while working in a cotton field, chanced to spy a balloon with its aeronauts astray from a circus exhibition. As it came steadily towards the ground, not being able to comprehend its mission, they took simultaneously to their heels in the direction of their quarters, a few miles away. Believing that the day of judgment had arrived, they were frightened almost to death, and screamed and wept so that it was

the greatest difficulty that the overseer could pacify their fears. However, the proportion of the people possessing such crude notions, but a small ratio of the whole colored population. As I have already indicated, the present generation of the race is keeping step with the progressive spirit of the times, advancing slowly but steadily in the direction of enlightened ideas and sound reasoning. The only thing yet to be desired for them, is their liberation from political servitude to any particular party, and even this seems to be among the necessities of the future.

Coming into due consideration the past and present of the colored people of our country, the most prejudiced is forced to own that the freedom of this great mass of people from abject servility, and giving them a place among mankind, has fulfilled the predictions made by sage statesmen at a time when passions controlled the popular feeling.

Our times have witnessed many evidences of improvement, but no one can deny how greatly other things may have advanced towards perfection. It is certainly true that the improvement of the condition of the colored race is as marked as it is wonderful.

WALTER L. BINGHAM.

AMBITION.

Ambition is often mentioned as a vice. This seems to me to be because people confound a selfish grasping after power with true ambition, from which springs the desire of fame, honor, superiority or distinction. In its effects on feeling and character, it is a powerful stimulant to action, and like every other good thing, it can be abused. We see the triumphs of Napoleon and Washington : the one was animated by selfish ambition ; the other possessed an ambition so regulated by principle that it was never revealed. The former sought fame that led him astray from the path of true glory, that incited self-gratification and that made him hated by the friends of freedom ; the latter was actuated by the noblest of purposes, by the strongest love for his fellow-citizens. While the former vainly tried to resist the envious competition of abler despotisms against his new empire, and justly fell, ended his life in exile, the latter conquered and broke the bondage of justice and oppression to secure human rights and human liberties in his own country. He was on the highest acme of fame, and "conquered by universal applause," and left to future ages a noble name unblemished by a single stain. What nobler ambition could a man have ?

In the majority of mankind in civilized countries, the love of praise is the strong and weak point : it renders a person weak when it becomes the avenue of vanity ; it renders him strong when it serves to stimulate an ambition for eminence or noble attainment. It fires the soldier, the mechanic, the farmer, the artist, the author and the poet,

and those who stand on the highest summit of moral elevation are by no means free from its influence.

In early times the condition of deaf-mutes was very pitiable; but God put the ambition to teach deaf-mutes into the heart of De l'Épée, and you to-day see a small portion of the results of his ambition. His work reached even to America, through one of his pupils, Laurent Clerc. He, an eminent teacher at Paris, France, destitute of hearing, was possessed of generous ambition. His soul was kindled with intense zeal to extend the blessings of instruction to others similarly afflicted, and led him to drop the seed of education in the rich soil of America. It has released our darkened minds from the bonds of ignorance and inactivity, and given them freedom for a wide domain of usefulness. Having emerged from this mental darkness, we have been led, step by step, up the hill of knowledge by Ambition.

To show a few of the results that have flowed from the beginning and that there are rewards for the ambitious deaf-mute, I will mention one known to you all—Mary Toles Peet. Shut out from all the enjoyment which can be derived from music by the outer ear, her mind still hears the music of the soul, and her fingers record it for the benefit of others less favored. She is more widely known than many of the galaxy of brilliant women famed for talent and ability, as a poetess. Henry W. Syle, in spite of infirmity and of the deprivation of hearing, achieved superiority in intellect. He went through college in England. He was so expert in learning that the degree of Master of Arts was conferred upon him by Yale College. He is now an eminent minister of the Gospel. In the field of Art, we can point proudly to Humphrey Moore. His pictures produce money and fame, and the noble pictures that he designed are now exhibited in the art galleries of New York. These achievements place him foremost among deaf artists. But our own Ballin may in a few years wrest from him the title of the first, by rising to a higher level.

The names of those who, as editors and writers, and even as clergymen and lawyers, have equalled, if they have not excelled, their more favored brethren who can hear and speak, are becoming numerous, and deaf-mutes have no longer reason to hide their heads from a sense of inferiority.

It is essential that we should not falter, even though many and great obstacles and discouragements interpose. Had Columbus not been actuated by the ardent desire to discover the New World, America might to-day exist the barren continent of four centuries ago. Had our ancestors hesitated while determining the injustice of taxation, the old Independence bell would have never pealed forth its grand notes of freedom. And, it may be, the future holds for some of us a noble gift, if we have the ambition to seek it earnestly.

the Supreme Being is the only judge of our character and achievement. He only is the fit rewarder. Let the ambitious man turn all thought toward Him, with the confident assurance that if he employ his abilities to the best advantage, the time will come when the great God of mankind shall proclaim his worth before men and angels, proclaiming, in the presence of all created beings, that best and most significant of plaudits, "Well done, good and faithful servant. Enter thou into the joy of thy Lord."

ARTHUR LINCOLN THOMAS.

TECHNICAL EDUCATION.

Technical education is to cultivate and form by practice the mind, hand and eye; so as to teach them to build or make or do things. It teaches the pupil at work to learn things that may be of practical use in after life. He may live upon his technical education, if he is a good one. In short, it is learning a trade. Its importance is great. Every one admits that each person should earn his own living, and this education fits him for it.

Every trade has its own tools, each of which is intended for one or more uses, and to be cared for in a particular manner. A boy, who has himself learned a trade, knowing that chisels were sharpened on a grindstone, might infer that a dull saw should be also. The result would be bad for the saw and the grindstone. There are a thousand ways, in which an untaught boy goes wrong in every trade. Minutes, as a rule, should be carefully trained to a trade, for their judgment is not gained from hearing. They have to go to school to learn a trade as well as class-room studies; for every man, if he be not educated where brains only are used, must know a trade, must know how to use his hands, must get his eyes educated, and, especially, must have his mind trained.

As the old idea to put a boy at a trade, and leave him to himself, is now or not. The new method differs from this radically. Each lesson is the subject of a lesson to a class. The uses of the tool are carefully explained, and then each pupil is sent to practice, and so on. Take the case of swimming, for instance. The old method was to take a boy, throw him into the water. If he managed to flounder out, he was said to have learned to swim. If he did not, he was told to "kick," pulled out, held up by the heels until the water ran out of him, when the valuable lesson was repeated. By the new method, one is taught at a time. First, the proper stroke on dry land; and, when that is learned, the fact that water will support the body; and, finally, the combination of the two.

The new method of teaching trades costs more than the old method, just as every thing that is good costs more than that which is bad; but it is worth more. A boy or girl of ordinary intelligence could learn how

every part of a trade should be done, and would be ready to go to a work-bench and practice what he knew until the skill and rapidity of long use came to him, and made him a skillful workman, in a much shorter time, if he should pay strict attention to his trade, than any one who follows another method. If a boy wishes to learn a trade, printing, for instance, he can begin at once, and learn every little thing, one by one,—learn how to set up types, how to space them, to empty his stick, to lock the matter up, etc., but when he has learned it, he should not attempt to go into carpentry. He may not know how to use the chisel, would sharpen it on both sides instead of one, would not know that it must be held with the beveled side inward to make a clean, smooth cut. In fact, he will have to learn his trade over again, but the time saved by learning his trade thoroughly from systematic teaching, instead of picking it up from a long course of shirking in a shop, can be well improved by giving scope to individual taste. Has a boy learned to be a good carpenter, if his fancy dictates, let him take to wood-carving, turning, mechanical drawing, or engraving; has he become a good tailor, let him select some specialty in that line; or, if he is a good gardener, let him learn budding, grafting, floriculture, agriculture, the care of poultry, or some other pursuit that is or might be useful to a gardener, and so on with all other trades.

In conclusion, I wish to say that technical education is a necessity, and should be followed here and everywhere. Those who have had no technical training are at a great disadvantage. Their own industry, which they generally believe to be great, and their own talents which they have fancied to be unequalled, are found to suffer by a comparison with those of others, and they betake themselves, in despondence, to the refuge of indolence, and think it easier, if not better, to want wealth than make any efforts to get it. Thus thousands have passed through life angry with fortune, while they ought to be angry with themselves—too fond of the comforts and enjoyments of riches ever to be happy without them, and too indolent and unsteady, ever to persevere in the use of those means by which they are alone attainable. To the boys who have to begin anew or to continue in learning their old trade, I quote the following:

“Would you be instructed too.
Watch well the rage of boasting to subdue;
Hear every man upon his favorite theme,
And ever be more knowing than you seem;
The lowest genius will afford some light,
Or give a hint that has escaped your sight.”

THEODORE IRVING LOUNSBURY.

THE ANTIQUITY OF MAN.

Adam and Eve were the first living beings on the Earth. God, the Almighty created them in his own image. He gave them the Garden

en to live in. Here they dwelt happily. Sin was unknown to and hence this was the first period of human existence and is as the golden age. But alas ! the serpent tempted Eve to eat of forbidden fruit ; after this, they were driven out of the garden, and way upon the earth was corrupted.

After age has existed since man was created, and no one can tell many ages have come and gone since the first period ; but a few of our day have been unwittingly imposed upon by talkers proclaim that science has exploded this, and settled that, and discredited new laws that overturn faiths ; but when we ask evidence of truthfulness of such assertion, we are too often met with short and answers.

The vast majority of Christian scholars assert that there is no evidence within or without the Scripture records that is sufficient to prove existence of man on earth longer than *four or five thousand years the Christian era.*

According to the old Testament, Usher makes it 4004 years B.C. Septuagint makes it 5500 years B.C., while the Samaritan Pentateuch and Josephus differ somewhat from these. There seem, however, to be no sufficient data for any absolute certainty on the subject ; such men as Lyell and Lubbock and Darwin and Huxley assume in the name of science that the existence of man has been an immense antiquity. It is even asserted that man is developed from an ape-like creature.

The facts and arguments by which men have attempted to prove man has had an immense antiquity upon the globe, have not been apprehended. Now let us trace a direct thread through history, through the nations of Modern Europe back to Rome, and

We find that the beginning of Ancient Rome is perhaps seven hundred years before the birth of our Saviour. We trace the history of Greece, and go a little further back ; but, alas ! we are soon in the dark. Again as we proceed to go on, we get a clew in the monuments of Egypt, Assyria and Babylon, but they help us little, they furnish no sufficient data or facts on human history beyond about 3000 B.C.

Scripture tells us many a story, but nothing of the creation, of the garden, of temptation and failure, and of the mighty flood of Noah. It tells us not of an iron, a bronze, or a stone age at the beginning of human history, but of a *golden age*, and nothing goes further than the Biblical record.

It has always been generally admitted that myths have some foundation in nature or in facts, as they are the creations of the imagination and the dramatic fancy personifying the elements of nature, or deifying great heroes and chieftains, but there is nothing in all the vanish-

ed stories of mythology to warrant the assumption of an immense antiquity for man.

It has been argued that the diversity in form, size, color and physiognomy indicates either a plurality of human species, or else a great antiquity of the race ; but the prevailing opinion is that all such physical changes may have been effected within a few generations by difference of climate and modes of life.

At the opening of the *Sanscrit* language and literature to European scholars, in the latter part of the eighteenth century, an effort was made to study human speech. It was then commonly believed that the Hebrew was the primitive language of mankind, but it soon became apparent that nearly all the modern tongues of Europe were members of one great family, and closely related to the language of India. It was also plainly seen that the Sanscrit was but an older sister of the Greek, the Latin and Gothic, though seeming like a mother to them all. The Hebrew was found to belong to another family of languages. The results of comparative philology point strongly to a common origin of the entire human family, but we can discover nothing that requires us to assume an antiquity for man greater than that of the common Biblical chronology, or that the human race has existed more than six or eight thousand years at most.

In the department of Geology, it is claimed that there are many conclusive evidences of the great antiquity of the human race ; but the most scientific men of the period have, up to date, been unable to name the time of the creation of man with any degree of accuracy in connection with any geological event. Mr. Jukes, of England, says that the existence of man on the earth has been about 100,000 years : Prof. Fuhtrott, of Germany, says it began about 200,000 or 300,000 years ago ; Dr. Hunt, formerly President of the British Anthropological Society, says 9,000,000 ! Prof. Huxley says a hundred millions of years ago. Sir Charles Lyell deems it unnecessary to name any specific date, but in one of his recent articles on the " Antiquity of Man," he fixed the date at 800,000 years, but at another time on the same subject he dropped down to 200,000 years.

To prove that the existence of man on earth has been above that which is known in the Bible, men of scientific attainments have studied up various parts of Nature, such as peats, gravels, caverns, lake-dwelling, monuments, skulls, skeletons, etc. : they have even tried to prove that man was developed from the ape, and was originally a savage ; but all these and a thousand other thoughts have not yet given satisfactory evidence to prove it. Therefore the Biblical account of the antiquity of man should be received until some one clearly shows it to be false, and gives something better than it instead.

ANTHONY CAPELLI.

MODERN PAINTERS.

ch progress has been made since the times when the great
ers labored, in teaching the popular judgment, to award to
the reward they deserved.

w it is only necessary to say "an old master," and critics see
g but excellence.

all briefly try to give a few of the requisites of a painter in these
and to point out some of the trials that beset him. No man has
respect or love for goodness and truth than the painter. No man
e a painter, who has not good ideas on literature, though he may
e able to give them the most polished expression in language.
true gold of art should never suffer neglect, because the
requires it. While at work on a picture, the artist should
of the subject he is painting, and not of the dollars he is going
it for. Many a promising young artist has been spoiled by
ng "Pot boilers."

seek the reputation of a great artist, whose works are honored by
public, the highest ideal becomes a duty to all who have knowledge
at is really great art and the ability to declare the nature of a
by the authority of the Beautiful and the True. The painter,
talks humbly with nature, will not lose sight of art, and will find
that is truly great in his works a near approach to nature.

is it to be considered that the artist has learned the whole art of
ng when he has acquired the power of representing any natural
faithfully. Ideals of power always imbued with some of the
ideas of truth and beauty, should be his aim. The picture must
n the brain of the painter before it is sketched on the canvas,
n, as the work of the hand goes on, the mind may change or ex-
the picture before it, perfecting it and improving it.

d this knowledge of what is truly good and beautiful applies also to
apes. A landscape should, of course, be a good copy of the scene
represents, but the painter should know when it looks best, and
o bring its beauties into prominence and throw its defects into
ade. As the portrait painter must catch the expression of his
so must the landscape painter catch that of his, for a landscape
many expressions as a human being.

man who combines all these qualities and trains himself aright,
t fail to be successful. Deaf-mutes have here an equal chance
their hearing brethren. We can point proudly to the success of
hrey Moore, whose pictures have been exhibited at Milan, Venice,
nce and Paris, and hopefully to Albert Ballin, a graduate of this
ation, who is now studying art in Europe, while the life-long suc-
John Carlin in this city is well-known to all of you.

DENNIS SULLIVAN.

The exercises of the pupils concluded with an Oration on the "Results of Small Beginnings," with the Valedictory Address, delivered in signs, by George S. Porter, and interpreted by the instructor of the High Class.

ORATION AND VALEDICTORY.—"RESULTS OF SMALL BEGINNINGS."

Art, Science and Literature, have contributed so much to the cause of civilization, that the curse of labor seems to be rapidly disappearing, and man to be growing more and more like the great Creator, of whose existence new proofs are given to him from day to day.

In primitive ages of man, art was foremost. The exigencies of his condition made it necessary for him to provide protection from the outer elements, thus forming the germ of architecture. The first beginnings were probably rude and simple, but constant progress was made.

In architecture, the Greeks made the most surprising advances, and Athens stands pre-eminent in the history of civilization, in the variety, splendor and premanency of her contributions to the progress of this beautiful art. It seems a long way from the hut of the savage to the palace of a king, or from a log across a brook to the East River Bridge, but one is the direct result of the other, in each instance. Whether we have reached the end yet, or there still remains further developments, is a question which, judging from the past, is ever progressive.

Our languages also had their beginning. Commencing with rude and harsh cries, expressing only danger, hunger, and so on, man gradually added more and more to his language. Then ages rolled away, and the vicissitudes of time brought on greater results. The unpleasant discord of sound was modified by art, and made to harmonize with the sense of hearing ; and spoken language gradually came into existence. The first beginning of writing, strange as it may seem, was probably a branch broken from a tree to mark the way, or a stake set up to serve as a warning. Then came other signs, rude and poorly done, but answering a purpose ; these developed into hieroglyphics, and then into an alphabet of sounds, and we had writing.

To satisfy his religious cravings, man naturally brought sculpture into requisition, hewing and carving for himself gods out of stone and wood. Gradually these became better and better, until they reached such a degree of perfection, that we read of a sculptor who made an imitation of a woman so real that he fell in love with it, talked to it, and adorned it with jewels of great value.

We can not give any one the credit of being the originator of Art, as it sprang up naturally everywhere, as a result of necessity and desire. It seems apparent that our Creator implanted the love of it in every human being as a source of happiness and a means of virtue, and made the exercise of it useful in promoting the virtue and happiness of

ers. The biblical record tells us the first sculptors were Bezeleel Aholiab, who lived about 1500 B.C., and made the ornaments of the rnacle out of gold, silver and brass.

terature seems, in some respects, to be an exception to the general

The best productions are not, by any means, the latest. Works ten so long ago that the authors are known only as a name, still d in the front rank of literature. Genius knows no age nor country, he appreciation of it grows from year to year. It is not certain one man in a thousand heard of Homer while he lived, while now one of any education knows him well through his poems.

obably the greatest blessing which Art has conferred on mankind, ts from the discovery of printing by Gutenberg. Prior to this very, Christianity was slow in reaching the hearts of the people, thanks to his feeble beginning, the art has been so perfected that ons of copies of the Bible have been printed, and by the aid of ization and co-operation, Christianity is being rapidly diffused ighout the world.

read on history's printed page of the great sufferings and waste man life, simply for glory, honor and wealth. Light and dark- struggled for superiority, and ultimately light broke asunder the chains of ignorance and misery, and flooded the world with its ancy.

are living in an age of vast and useful results. There are costly elegant edifices, churches which point their spires heavenward, ies with their thousands of volumes of choicest literature, which h healthy brain food to those in need, and gladden the hearth poetry and song. Science has gone so far as to span rivers, and make our man-of-all-work, to drive our engines, move our machinery make transportation so easy that you may be carried hundreds les a day, on either land or water, with unremitting speed. icity has been converted into our messenger to carry any com- ation we desire to the farthest ends of the earth with the rapidity ntning—also to light up our homes with a power almost equal to f the sun.

education, the most surprising achievements have been the results discovery of a mode of teaching the deaf and dumb by signs. onor of this is due to the Abbe de l'Epeé, who achieved it only e over a hundred years ago. Now there are so many schools for deviation and amelioration of the condition of these unfortunate en of silence, that the remark once made by Lucretius of old, that

"To instruct the deaf, no art could ever reach,
No care improve them and no wisdom teach,"

en proven erroneous to the core. Wise philosophers have devised da and systems which have been so successful that the deaf and

dumb of this generation are looked upon as a class to be respected, and even admired, and large-hearted philanthropists have furnished the means and the plans whereby numbers may be brought together in well arranged buildings, and be surrounded by all the appliances necessary for the successful pursuit of knowledge.

Honorable Gentlemen of the Board of Directors:—We turn to you with grateful hearts. When our minds were clouded in ignorance, and our lives without a ray of hope, your kind thoughtfulness offered to us this happy home of silence. You have furnished us with loving, painstaking and enthusiastic teachers and officers, who have ever endeavored to make us contented and happy. Now, in spite of the impediment of deafness, we go forth into the wide world to act our part in the great battle of life, with minds trained to think and plan, and with hearts capable of appreciating what has been done for us. May God give you grace to continue on in your good work, and may you meet with your reward in Heaven. Farewell.

To the Principal, Professors and Teachers:—Words fail to give expression to our feelings of gratitude to you for your many years of hard and incessant labor in opening our minds to enjoy the sunshine of happiness and to take advantage of the many blessings bestowed upon us. The precepts which you have instilled into our youthful minds, will, in after years, be treasured in the minds of the Class of '84 as the most precious gift we have received on earth. It is sad to think that to-day's setting sun will be the last we shall ever witness as pupils at Fanwood, but upon you we hope it will daily rise for years on years, as new generations of pupils come and go, thus perpetuating your work and increasing the numbers of those who, when you are translated to the skies, shall rise and call you blessed. Farewell.

To the Superintendent and Officers of the Administrative and Industrial Departments:—We have to thank you for much comfort and happiness, and for your persistent efforts to cultivate in us good habits of life. You have conducted our mechanical education with such zealous care, that we take our final leave armed with one of the most important weapons in the battle of life—a good trade—a trade that we may depend upon for support, without being, in any sense, dependent upon charity. And you have inspired in our hearts a feeling of friendship, which will continue while life lasts. Farewell.

'Graduating Classmates:—The time has come to sunder the ties created by long years ago of association. We have been under the same roof, have tasted of the same advantages which the State has so liberally placed before us, our feet have walked the same labyrinths and trodden the same beautiful grounds, and our eyes have drank in

me beauties with which Nature has surrounded us with so lavish
d, and to realize that our time to part has really come, seems
t impossible. To-morrow, hills and cities may divide us miles
iles apart, but the many pleasant recollections of our dear old
days can never be taken from our memory. We go forth with
and minds developed into manhood and womanhood, and
d to look the world in the face. Let us resolve that our lives
be upright, that we will be honest to ourselves and others, that we
ever perform any act that will stain the good name of our *Alma*
. Let us always stand up for her, and try to be living represen-
who shall glorify her name. Whatever station in life we may
t our motto be—

“In good or ill, be faithful still,
Seek your reward on high;
Let ‘*Deo non fortuna*’ be
Through life your battle cry.”—Farewell !

GEORGE S. PORTER.

ccordance with the programme the Special Reports on the ex-
tion of the High Classes were read by the examiners, and trans-
nto signs by the Principal.

Board of Directors :

TELEMEN :—On Wednesday, June 18th, I examined the girls’
n of the High Class, under the care of Miss Montgomery. The
ation in the use of the English language, in compositions upon
te, and in combining a number of separate and isolated words
rammatical sentences, was very satisfactory, showing upon the
t most of the pupils an entire freedom from hackneyed forms
o from deaf-mute idioms.

ral pupils were examined in lip-reading and articulation, and ex-
 commendable proficiency; some spoke with much sweetness
ace, while others read the lips readily, showing that they had
arefully taught. A thorough examination was had in early Eng-
story, Moral Science and Arithmetic, and the books of composi-
ap-drawings, and so forth, were inspected. Exercises in the sign-
ge, gracefully rendered, closed the session. I append two speci-
f the work performed, which are fair samples of the whole.
teacher deserves great credit, and the pupils have evidently been
ious and attentive.

CHARLES A. STODDARD.

CARACTACUS.

Emperor Claudius sent the Roman legions, under the command
us Plautius to conquer the Britons. But they were entirely de-

feated, so the Emperor came himself to make sure of its conquest. The fierce, bold Britons, under a brave chief, Caractacus, tried to drive their enemies from their loved country. But he was taken prisoner by the treachery of their enemies, and carried in chains to the Imperial city of Rome. But Caractacus stood before the imperial throne with a calm dignity and a free born air. He walked through the crowded streets of Rome, where the long procession passed, showing much splendor and magnificence in the city, with a stately step. He cast a haughty glance over them, contrasting it with his humble cottage in the island so far away from him. His noble bearing excited the respect of his conquerors. He stood in the presence of the Emperor at the court. His last words were eloquent and impressive.

I make one beautiful quotation :

“ Now I have spoken, do thy will,
Be life or death my lot,
Since Britain's throne no more I fill,
To me it matters not.
My fame is clear, but on my fate,
Thy glory or thy shame must wait.”

It touched the heart of the emperor, and he was set at liberty.

GEORGIE DECKER.

ROBERT BURNS.

Robert Burns was a poet of whom his native land, Scotland, may well be proud. During his life, Fortune smiled on him very little, but her coldness only seems to have made him more tender-hearted than he otherwise might have been. Among the many beautiful poems, which he has written, is one to a mountain daisy, which shows what a tender heart he had. The way it came to be written, was this. One day, while ploughing a field, he saw a little Scotch daisy just about to be crushed by his plough. He wished to save it, but it was too late to turn back, and so the flower was crushed. The circumstance grieved him, and when he went home, he wrote the beautiful poem which begins :

“ Wee, modest, crimson tipp'd flower—
Thou'st met me in an evil hour :
To spare thee now is past my power—
Thou bonnie gem.”

In the poem, he likens the daisy's fate to that of many a human being crushed by the merciless wheel of Fortune. From the poem, we may get an idea of how much more watchful over us God must be, and how sorry He must be when he sees us about to be crushed by the wheel of sin, without noticing that his hand is held ready to lift us up.

This is a very beautiful poem, and ought to be appreciated by every one who reads it.

MAY MARTIN.

Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

TELEMEN :—It gives me great pleasure to report that the pupils of the High Class of this Institution passed a most creditable examination in the various studies with which they had been occupied during the year.

In Natural Philosophy, the young men showed that they understood and mastered the great principles and the natural laws which underlie that study. Their papers in many cases revealed much labor and care, reflecting high credit on both their own fidelity and their teachers' efficient methods of instruction.

In their examination in English History was commendable, showing that far as they had gone they were deeply interested in that branch and possessed an knowledge.

In Latin, Arithmetic, and Moral Philosophy, the class passed a satisfactory examination, satisfying us that they really enjoyed their work, and that they highly appreciated all the labor and time which their teachers had expended upon their education.

Especially noteworthy was their examination in English Grammar and Composition. Nothing surprised me more than the acquaintance these young men exhibited with the fundamental principles of the English language. Some of the compositions which were read were especially well thought out, and even elegantly expressed.

Notwithstanding all this, this class displayed in their answers to certain important questions, that they were well informed as to the current topics of the day. It was gratifying to see how these deaf and mute students kept abreast with all that was going on in the world around them, and looked forward with eagerness to the time when they should be numbered among its workers. Certainly the Principal and the teachers of this class have every reason to be gratified with the progress which has been made by its members during the year 1883 and 1884.

H. MORTON REED.

25, 1884.

Resolutions adopted by the Board of Directors were as follows :

PREAMBLE AND RESOLUTIONS.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose ; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz :—

Frederick W. Baars,
Henry Buermann,
John Farrell,
Benjamin Friday,
Bernard Gallagher,
Louis Gehring,
George Gleason,
Robert H. Grant,
Herman Hanneman,
Henry J. Kennedy,
Charles J. Kinley,
Charles Kiesewetter,
Frederick W. Meinken,
George H. Morisse,
George W. Miller,
Robert Ogle,
William Reid,

William A. Ryckman,
Philip Sharkey,
Charles Sherran,
Amelia S. Ashmead,
Edith Averell,
Josephine Bologne,
Minnie Flint,
Martha A. Hamilton,
Annie M. Howard,
Hattie Haws,
Bertha Lamm,
Lina Landt,
Catherine Logue,
Nellie Long,
May Martin,
Margaret O'Keefe,
Alice Stockner,

who have completed, or within the coming academical year, will complete the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

Resolved, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, from and after the expiration of their several terms, agreeably to the existing provisions of law.

Resolved, That

Georgie Decker,

who has completed the full term authorized by law as a State pupil, and who has passed a satisfactory examination be, and she is, hereby, recommended to the Superintendent of Public Instruction to be selected for admission to the High Class.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship and character be given to the following named pupils, who have successfully completed a course of five years' instruction, viz. :—

Frederick W. Baars,
Henry Buermann,
John Farrell,

William A. Ryckman,
Philip Sharkey,
Charles Sherran,

Benjamin Friday,	Amelia S. Ashmead,
Bernard Gallagher,	Edith Averell,
Louis Gehring,	Josephine Bologne,
George Gleason,	Minnie Flint,
Robert H. Grant,	Martha A. Hamilton,
Erman Hanneman,	Annie M. Howard,
Henry J. Kennedy,	Hattie Haws,
Charles J. Kinley,	Bertha Lamm,
Federick W. Meinken,	Lina Landt,
George W. Miller,	Catherine Logue,
George H. Morrise,	Nellie Long,
Robert Ogle,	May Martin,
William Reid,	Margaret O'Keefe,

Alice Stockner.

Resolved, That the following named pupils, who have completed an ears' course of instruction, are entitled to diplomas, and that the e given to them, viz. :—

William H. Fosmire.	George W. Odell,
John Glass,	Phebe M. Butler,
Henry Held,	Georgie Decker,
Charles Jastram,	Katie Hunt,
John Lloyd, Jr.,	Bertha Petersen,
Charles McCormick,	Helen Regan.

Resolved, That diplomas of the highest grade be given to the follow-
med pupils, who have completed a full course of three years
n the High Class, viz. :—

Walter L. Bingham,	George S. Porter,
Anthony Capelli,	Dennis Sullivan,
Theodore L. Lounsbury,	Arthur L. Thomas.

Resolved, That the Frizzell Prize, for unremitting effort and success-
ainment, whether in language, signs, poetry or other studies
ed in the intermediate course, be awarded to May Martin.

Resolved, That the Cary Testimonial be awarded to Georgie Decker,
eriority in scholarship and character.

Resolved, That the testimonial to be conferred every year, in accord-
with the terms of a bequest made by the late Harriet Stoner,
uch pupil in the Institution as has never acquired any know-
f language through the ear, and, at the time of graduation shall
d to have attained the highest comparative excellence in charac-
study, be awarded to Arthur L. Thomas.

Resolved, That, from the interest of the bequest made to this Insti-

tution by the late Madame Jumel, the following prizes be awarded in the department of art :—

1. Prize, for oil painting, to Rachel Gantz.
2. Prize, for oil painting, to Dennis Sullivan.
3. Prize, for oil painting, to Emily A. Wells.
4. Prize, for oil painting, to May Martin.
5. Prize, for water colors, to Emily A. Wells.
6. Prize, for water colors, to Katie Hunt.
7. Prize, for water colors, to Frances C. Hawkins.
8. Prize, for water colors, to Carolina Petterson.
9. Prize, for painting on satin, to Emily A. Wells.
10. Prize, for pencil drawing, to Bertha Petersen.
11. Prize, for pencil drawing, so Ida M. Atwell.

Resolved, That the Dennistoun Prize, for superiority in English composition be awarded to George S. Porter.

Resolved, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to Walter L. Bingham.

All of which is respectfully submitted.

JAMES O. SHELDON,
FREDERIC J. DE PEYSTER,
WILLIAM A. WHEELLOCK,
HEWLETT J. SCUDDER.

APPENDIX.

TERMS OF ADMISSION.

Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Food will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September, and end on the fourth Wednesday in

The regular time of admission is at the close of vacation, which is from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at any time, when accompanied by proper certificate of appointment.

No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

Satisfactory security will be required for the punctual payment of the charges and the suitable clothing of the pupils. In the case of pupils not supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

Applications regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

The selection of pupils over twelve years of age, to be supported at public expense, is made by the Superintendent of Public Instruction at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

The clothing of the pupils over twelve years of age, selected

and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence, town, county, State.
3. When was he born ?
4. Where was he born ?
5. Was he born deaf ?
6. At what age was hearing lost ?
7. By what disease or accident did he become deaf ?
8. Is the above the physician's opinion ?
9. Is the deafness total or partial ?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result ?
11. Have any attempts been made to communicate instruction ?
12. Is there any ability to articulate or read the lips ?
13. Is he cleanly or otherwise in habits ?
14. Has he any acute disease or received any bodily injury ?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?
16. Has he shown any signs of mental imbecility, idiocy, or insanity ?
17. Has he ever used ardent spirits, opium or tobacco ?

Has he ever been vaccinated or had the small pox ?
Has he had the scarlet fever ?
Has he had the measles ?
Has he had the mumps ?
Has he had the whooping cough ?
Has he shown marked taste for any particular trade or business been accustomed to regular employment ?
Are there any other case of deafness in the family, among relations or ancestors ?
What is the name of the father ?
Where was he born ?
What is the name of the mother ?
Where was she born ?
What is the name and post-office address of the correspondent ?
What is the occupation of the father ?
Have either of the parents died ?
Has a second connection been formed by marriage ?
Where the parents related before marriage—*e.g.*, cousins ?
What are the names and ages of their children ?
What is the pecuniary condition of the parents ? Indigent ?
Circumstances ? Affluent ?
Has he any special mark or peculiarity of appearance ?
Color, color of eyes, stature, color of hair.
By whom is this information given ?

By order of the Board of Directors.

ERASTUS BROOKS,

President.

WATCHER M. ADAMS,

Secretary.

LAWS AND BLANK FORMS

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An Act relative to the care and education of deaf-mutes."

PASSED APRIL 29, 1875.

The people of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-mutes in the city of Rome, or in any institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child

been sent shall find that such child is not a proper subject to receive in said institution.

4. The expenses for the board, tuition and clothing, for such deaf children, placed as aforesaid in said institution, not exceeding amount of three hundred dollars per year, above allowed, shall be paid and collected as are other expenses of the county from which such children shall be received; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

5. This act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 AND 10 (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed April 29, 1875.

6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, the nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz.: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-mutes, the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* Such pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institutions shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the treasurer of the State, on the warrant of the Comptroller, to the principal of said institution, on his presenting a bill showing the actual number and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years; and the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years.

The pupils provided for in this and the preceding section of this title shall be designated State pupils, and all the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, } ss. :
 County of , }

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

CERTIFICATE.

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, } ss. :
 County of , }

I have this day selected.....of the town of.....county of....., son [or daughter] of....., who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of18 , (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county

....., in conformity with the provisions of chapter 325,
of 1863, as amended by chapter 213 of the Laws of 1875.

..... }
..... } *of the town of*
..... }

.....18 .

FORM OF APPLICATION.

*ent to the Superintendent of Public Instruction, Albany, in case
candidates for admission twelve years of age and over.*

undersigned....., of the town of....., in the county of
.., do hereby certify that.....of said town, is deaf and
The said.....was.....years of age on the....day of
.....18 ; is of good moral character, free from disease, and
es intellectual faculties capable of instruction.

names of the parents of the said.....are..... ;
said parents have resided in the State for the last three years.
respectfully apply for the appointment of said.....as a State
n the New York Institution for the Instruction of the Deaf and
and I would recommend the application to the favorable con-
on of the Superintendent of Public Instruction. The parents
able to provide the said.....with clothing.*

.....18 .

..... }
..... } *of the town of*
..... }

the Superintendent of Public Instruction, Albany.

ase the parents are able to provide clothing, the above sentence should be erased.

FORM OF BOND.

Know all men by these presents, that we.....of
in the county of.....and State
 of....., and.....of.....
 in the county of.....and State of.....are
 held and firmly bound unto....., the treasurer of the New
 York Institution for the Instruction of the Deaf and Dumb, and his
 successors in office in the sum of.....dollars, for
 which payment, well and truly to be made, we bind ourselves, our
 heirs, executors, and administrators, jointly and severally, firmly by
 these presents.

Sealed with our seals. Dated at.....this.....
 day of.....A. D....

Whereas.....of.....in the county
 of.....and State of.....has
 been or is about to be admitted as a pupil in the Institution aforesaid;

Now, therefore, the condition of this obligation is such, that if
 the above named obligors shall well and truly pay, during the con-
 tinuance of the said....., as such pupil, the sum of
 three hundred dollars per annum for.....board and tuition, semi-
 annually in advance, and shall also pay in advance the sum of fifty
 dollars a year for clothing, and shall also pay on demand all sums
 charged to the account of said.....for money or necessary
 articles furnished to said.....; and shall also pay interest
 on each bill, from and after the time it shall become due, then this
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in)
 presence of }

..... [L. S.]
 [L. S.]

SITUATION OF THE INSTITUTION.

grounds occupied by the Institution comprise about twenty-six and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-second and One Hundred and Sixty-fifth streets. The entrance to the grounds is at the corner of Tenth avenue and One Hundred and Sixty-second street, about nine miles from the City Hall.

The Institution can be reached by three lines of public conveyance from the city :

1. By the Sixth or Ninth Avenue Elevated railroads to One Hundred and Sixty-fifth street.

2. By the Third Avenue Elevated railroad to Harlem, and thence by the Harlem River railroad at One Hundred and Twenty-fifth street, and the Third Avenue Railroad to One Hundred and Fifty-fifth street.

3. By the way trains on the Hudson River Railway, from Thirtieth street, stopping at One Hundred and Fifty-second street. The Institution is about half a mile north of this station.

PUBLIC MEETING.

As the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz.: At the annual meeting of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, at the Commencement in other seminaries of learning. The officers of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

FORM OF BEQUEST.

I do hereby give and bequeath to the "The New York Institution for the Education of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance
the names of its*

MUNIFICENT BENEFACTORS.

EPHRAIM HOLBROOK,	JOHN ALSTYNE,
WILLIAM DENNISTOUN,	SETH GROSVENOR,
ELIZABETH DEMILT,	SIMON V. SICKLES,
MADAME ELIZA JUMEL,	THOMAS C. CHARDAVOYNE,
SARAH STAKE,	JAMES ANDERSON,
SARAH DEMILT,	THOMAS FRIZZELL THOMPSON,
JOHN NOBLE,	THOMAS RILEY,
THOMAS EGLESTON,	JAMES N. COBB,
SAMUEL S. HOWLAND,	ELIZABETH GELSTON,
THOMAS EDDY,	ROBERT C. GOODHUE,
BENJ. F. WHEELWRIGHT,	DANIEL MARLEY.
MARIA M. HOBBY,	ELIZA MOTT,
BENJAMIN ABRAMS,	SAMUEL WILLETTTS.

XXVY-SEVENTH ANNUAL REPORT

DOCUMENTS

New York Institution

for the
Instruction of the Deaf and Dumb,

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1885.



NEW YORK :

PRINTED BY THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB

1886.

SIXTY-SEVENTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

struction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1885.



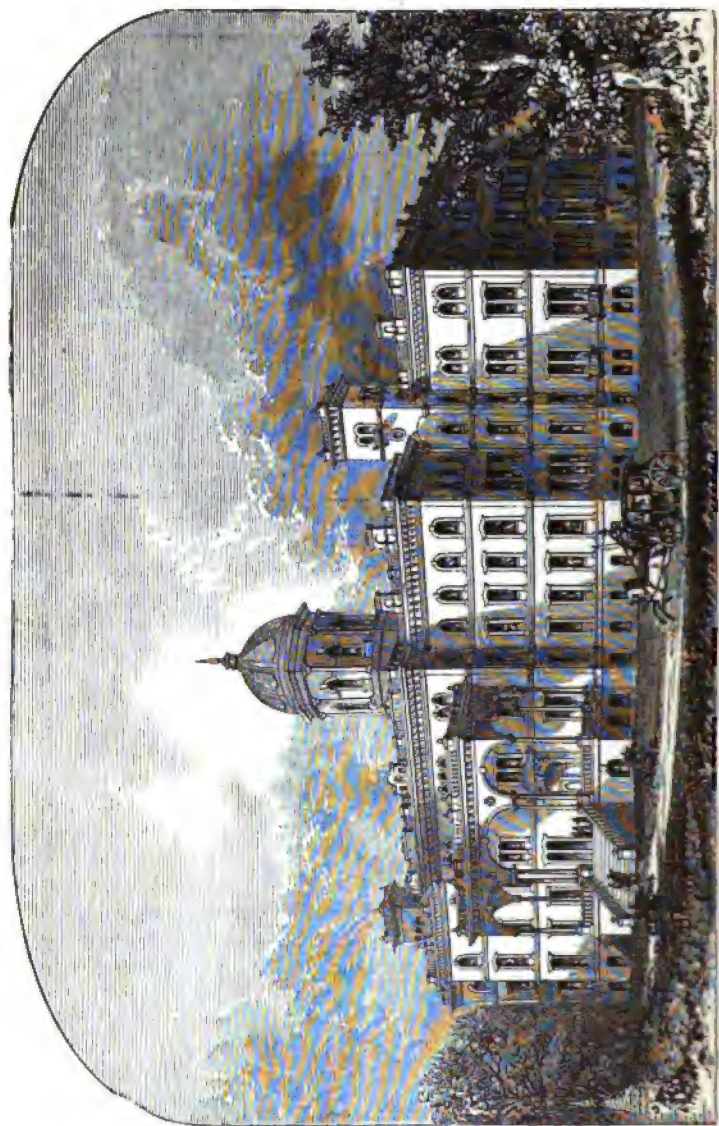
NEW YORK:

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

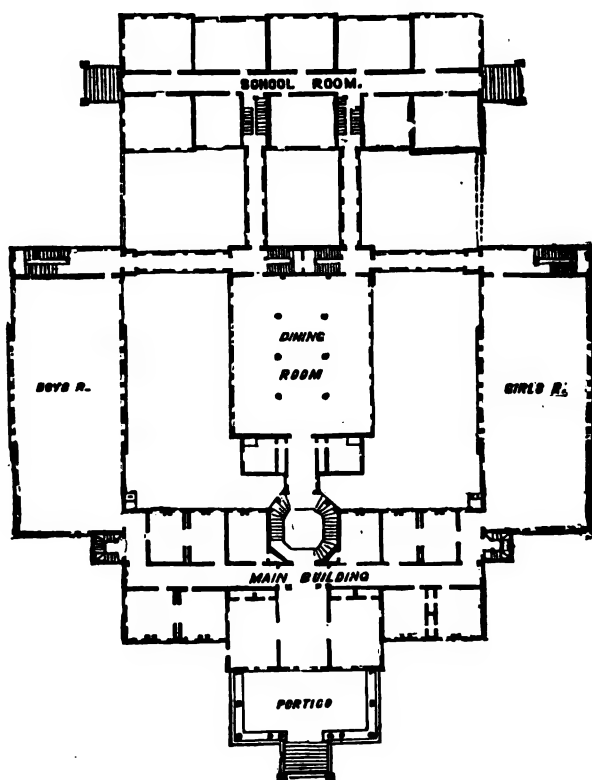
1886.

The Principal





INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.
SCALE.





B



C



D



E



F



G



H



I



J



K



L



N



O



P



Q



R



S



T



U



V



W



X



Y



Z



&



GOOD



BAD



2



3



4



5



6



7



8



9



10



OFFICERS AND DIRECTORS.

PRESIDENT,

HON. ERASTUS BROOKS.

FIRST VICE-PRESIDENT,

HON. ENOCH L. FANCHER, LL.D.

SECOND VICE-PRESIDENT,

REV. CHARLES A. STODDARD, D.D.

TREASURER,

GEORGE A. ROBBINS.

SECRETARY,

THATCHER M. ADAMS.

First Class—Term expires May, 1886.

ERASTUS BROOKS,

VLETT SCUDDER,

ENOCH L. FANCHER, LL.D.,

LIAM A. WHEELOCK,

AVERY T. BROWN,

HON. ALBERT M. PATTERSON,

REV. CHAS. A. STODDARD, D.D.

EVERETT HERRICK, M.D.

Second Class—Term expires May, 1887.

ERIS K. JESUP,

YARD M. TOWNSEND,

TCHER M. ADAMS,

RGE F. BETTS,

JAMES O. SHELDON,

GEORGE A. ROBBINS,

WILLIAM M. HALSTED,

WALTER H. LEWIS.

Third Class—Term expires May, 1888.

THOMAS GALLAUDET, D.D.,

JAMIN H. FIELD,

N L. TONNELÉ,

N T. TERRY,

DAVID S. EGLESTON,

WILLIAM FROTHINGHAM, M.D.,

REV. SULLIVAN H. WESTON, D.D.,

FREDERIC JAMES DEPEYSTER.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.
ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

DEPARTMENT OF ARTICULATION, LIP-READING AND AURAL
DEVELOPMENT.

E. HENRY CURRIER.

ACADEMIC DEPARTMENT.

WILLIAM HENRY BISHOP, B.A.
IDA MONTGOMERY.

MALE GRAMMAR DEPARTMENT.

THOMAS F. FOX, B.A.
WILLIAM G. JONES, B.A.
WALTER B. PEET.
CHESTER Q. MANN.
JOSEPHINE F. RINTOUL.

FEMALE GRAMMAR DEPARTMENT.

JOSEPHINE L. ENSIGN.
IDA MONTGOMERY.
JANE T. MEIGS.

MALE PRIMARY DEPARTMENT.

CHAS. W. VAN TASSELL.
LUANN C. RICE.
ELIZABETH MITCHELL.

FEMALE PRIMARY DEPARTMENT.

MYRA L. BARRAGER.

DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

Managing Professor.

MADAME SARAH E. LE PRINCE.

ADMINISTRATIVE DEPARTMENT.

SUPERINTENDENT *pro tem.*

CHAUNCEY N. BRAINERD.

ATTENDING PHYSICIAN.

W. T. ALEXANDER, M.D.

CONSULTING PHYSICIANS.

WILLIAM FROTHINGHAM, M.D., EVERETT HERRICK, M.D.

OPHTHALMOLOGIST AND OTOLOGIST.

FREDERICK C. RILEY, M.D.

STEWARD.

C. N. BRAINERD.

ASSISTANT STEWARD.

W. S. CRITTENDEN.

CLERK.

GEO. P. GREENLEAF.

MATRON.

MRS. SUSAN L. HENRY.

ASSISTANTS.

MISS PRUDENCE LEWIS—Chief Supervisor of Girls.

MISS LOUISA JOYCE—Matron of Primary Department.

MRS. MARY J. ROGERS—Housekeeper.

MRS. ANN L. TURNER—Linen Room.

NURSE.

MISS SARAH A. FRASER.

SUPERVISORS.

WALLACE F. HOWELL,

EDWARD THIMME,

WILLIAM A. EMMONS,

MARY E. MONTGOMERY,

MRS. RACHEL A. COOK,

EDITH E. RYER,

JENNIE WILLIAMS,

S. ELIZABETH COOPER.

ENGINEER.

JOSEPH H. BANKS.

NIGHT WATCH.

FREDERICK A. GERLOFF,

VIGO SCHROEDER,

CLARA I. WOODRUFF.

INDUSTRIES AND TRADES.

INSTRUCTORS.

PRINTING.

EDWIN A. HODGSON, M.A.

CARPENTRY.

EDWARD CLEARWATER.

CABINET-MAKING.

HENRY INTEMANN.

SHOEMAKING.

JOHN LECHTHALER.

TAILORING.

HENRY ROTH.

GARDENING.

ALBERT METZGER.

FARMING.

JOHN T. ZIEGLER.

BAKING.

THOMAS BEATTY.

DRESS-MAKING.

KATE TEERPENNING.

SHIRT-MAKING.

JANE CULLEN.

PLAIN SEWING.

HANNAH BARRY.

SIXTY-SEVENTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully present to the Legislature their Sixty-Seventh Annual Report.

This Report contains a full record of the transactions of the Board during the fiscal year ending September 30, 1885. It gives in detail the names of the officers, the attendants and pupils in the Institution, the amount of salaries and expenditures connected with the official, educational and administrative departments for the year, the names of the pupils graduated at the commencement exercises, the report of the Treasurer with all items of expenditure, the receipts from the State for the support of State pupils, from counties in the State for the support of county pupils between the ages of six and twelve years, the income of the printing and other workshops, the reports of the Principal, Superintendent and Physician, and the names and residences of pupils.

These reports give all the information required by statute for the Legislature, and with the report of the committee upon the annual examination and their records of the studies of the several classes, are respectfully commended to the attention of the Legislature, and to all who are interested in the instruction of the deaf and dumb.

The number of pupils cared for in the Institution the past year was 414. The health of all in attendance has been remarkably good, and will be seen by the Physician's report.

The improvements made by the city in the opening of avenues passing through and near the main buildings and grounds, the removal of one building, and the renewal or repairs required in other departments, the needed erection of fire-escapes, the large amount paid for fire insurance now extended for the sake of economy over several years of time, and the extra expense for Croton water and gas pipe mains, has increased the expenses of the Institution \$2,491.51 beyond its income for the year. Efficiency with economy has been and is the purpose and practice of the Directors, and with a constant supervision of all expenses, and the auditing of all bills by the Executive Committee this result is secured.

A careful examination of the items of expenditure will show where the money is used, and a like careful examination of the receipts will also show the sources of income. The State has always exercised a large bounty for the education and support of its deaf and dumb children, and the Act of 1885 (Chapter 58), has made permanent the authority of the Board of Directors to select, for three years and no longer, as many as twenty-four selected students, to pursue a course of studies in higher branches of learning after such students have completed their regular or full term of instruction. Twenty of these selected students are now in the enjoyment of this privilege. Only the really deserving are selected for these honors. While the law of 1885 is a new statute, it has, by common consent, been the practice of the Board for many years. But the careful exercise of this authority being doubtful, the Superintendent of Public Instruction, and the Board of Directors, asked for the amendment passed by the Legislature of 1885 and approved by the Governor.

The estimated value of the industries of the Institution, which represents a saving of expenditure for the year ending September 30, 1885, is as follows :

Printing Office,	-	-	-	-	\$2,141 79
Carpenter Shop,	-	-	-	-	3,126 15
Shoe Shop,	-	-	-	-	3,140 96
Tailor Shop,	-	-	-	-	2,411 16
Farm and Garden,	-	-	-	-	5,478 50

In the sewing rooms of the girls, the garments made, including bed-clothes, napkins and pillows cases, numbered 3,653.

In the course of the year, the exhibit of art-work and the product of the workshops of the Institution received the admiration of visitors, and gratifying recognition from the Board of Managers of the World's Industrial Central Cotton Centennial Exposition, held in New Orleans. Like attention and honors have attended the exhibition of similar work in the Annual Fair of 1885, now open in the city of New York.

The Report of the Principal, with the results of the annual examina-

On June last, will show to the Legislature the progress of the pupils in the work of instruction. To the Board of Directors this advance is satisfactory, and especially in the industries of the pupils, and in the hope that in the future of their lives and work, these pupils may become not only self-supporting, but capable of making, as good citizens, a return to the State which for nearly threescore and ten years has contributed so constantly to the support of the Deaf and Dumb children of the State, and until, as at present, there is room and welcome for all who ask for instruction in letters, in art and in useful

ERASTUS BROOKS,
President.

TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1885.

EXPENDITURES.

Groceries and Provisions.

Baking powder, soda and cream tartar.....	\$58 16
Beans, 8 barrels.....	64 72
Berries, 639 quarts.....	96 80
Buckwheat meal, 100 pounds.....	3 00
Butcher's meat, 111,969 pounds.....	9,529 31
Butter, 13,698 pounds.....	3,114 13
Canned goods.....	130 04
Cartage and freight.....	612 64
Capers, 1 case.....	2 50
Cheese, 695 pounds.....	84 00
Cider and vinegar, 6½ barrels.....	50 78
Citron, 35 pounds.....	11 05
Chocolate and cocoanut, 27 pounds.....	8 34
Codfish (boneless), 1050 pounds.....	74 20
Coffee (roasted), 3155 pounds.....	434 91
Corn-starch and tapioca, 145 pounds	9 65
Crackers, 1334½ pounds.....	109 06
Cranberries, 3 crates.....	12 00
Crushed wheat, 2 barrels.....	16 00
Dried fruits, 1442 pounds.....	100 68
Eggs, 1450 dozen.....	347 40
Flavoring extracts.....	34 75
Flour, 535 barrels.....	2,768 68
Fresh fish, 3628 pounds.....	275 16
Gelatine and ginger.....	17 95
Grapes (Malaga), 50 pounds.....	7 50
Hominy, 16 barrels.....	70 40
Hops, malt and yeast.....	20 30
Carried forward.....	\$18,064 13

Instruction of the Deaf and Dumb.

17

Brought forward.....	\$18,064 13
se radish, 6½ dozen pints.....	6 10
133,300 pounds.....	276 94
an meal (granulated), 510 pounds.....	17 38
l, 1,161 pounds.....	109 42
ons and oranges, 11½ boxes.....	45 23
kerel, 6 barrels.....	104 99
aroni, 49 pounds.....	5 02
le syrup and sugar.....	32 39
ons, 5 dozen.....	5 00
t, 71,937 quarts.....	3,956 51
sses and syrups, 1,081½ gallons.....	227 12
ard, 105 pounds.....	30 85
s and candies (for Christmas).....	9 20
neal, 10 barrels.....	61 50
ers, 61 gallons.....	88 18
hes, 37 baskets.....	53 85
er, 46 pounds.....	11 50
les.....	39 70
(salt), 3½ barrels.....	53 75
atoes, 349 barrels.....	614 95
atoes (sweet), 13 barrels.....	45 00
try, 959 pounds.....	169 16
ns, 8 boxes.....	22 07
3,400 pounds.....	227 85
l dressing and sweet oil, 2 cases.....	14 63
18 sacks.....	29 15
ines, 352 boxes (halves).....	108 40
ked fish, 201 pounds.....	14 31
ked meat, 4,431 pounds.....	647 35
es.....	8 46
r (granulated), 15,778 pounds.....	982 44
1,185 pounds.....	364 86
ato catsup, 6 dozen pints.....	13 00
tables.....	21 74

26,482 13

Clothing.

ing brushes and sponges.....	15 00
l, binding and trimmings.....	17 74
ons.....	21 60
oric, 290 yards.....	14 06

Carried forward..... \$68 40 \$26,482 13

Brought forward.....	\$68 40	\$26,482 13
Camphor, 25 pounds.....	4 90	
Cartage and freight.....	36 45	
Cash advanced pupils.....	420 19	
Checks, 807 yards.....	115 06	
Cheviot, 52 yards.....	4 96	
Cloaks, 9.....	39 50	
Cord, elastic and webbing.....	9 81	
Collars (linen), 10 dozen.....	11 60	
Collars (paper), 10,500.....	110 25	
Combs, 20½ dozen.....	20 65	
Corsets, 7½ dozen.....	45 00	
Corset laces and steels.....	3 33	
Denims, 114 yards.....	18 71	
Diaper, 18 pieces.....	9 75	
Drawers, 22½ dozen.....	114 54	
Dress goods, 577 yards.....	85 29	
Dress linings, 51 yards.....	2 31	
Flannel, 110 yards.....	23 68	
Gingham, 1337 yards.....	98 96	
Hair brushes, ½ dozen.....	1 25	
Handkerchiefs, 44 dozen.....	28 67	
Hats, 34 dozen.....	196 33	
Hose and half hose, 64 dozen.....	154 28	
Jean, 118½ yards.....	8 42	
Knitting-cotton and yarn.....	14 20	
Linen thread.....	8 80	
Mittens, 10 dozen.....	20 67	
Neckties, 35 dozen.....	48 50	
Night shirts, 15 dozen.....	77 70	
Overalls and jumpers, 7 pairs.....	2 90	
Pants, 1 pair.....	4 50	
Pins and needles.....	40 90	
Plaids, 171 yards.....	34 67	
Prints, 404 yards.....	23 28	
Repairing clipping machine, etc.....	5 88	
Ribbon, 22½ yards.....	4 86	
Rubber overshoes, 4½ dozen.....	18 02	
Rubber cape, 1.....	2 32	
Scissors and grinding.....	9 80	
Sewing machine repairs and needles.....	2 57	
Sewing silk and twist.....	15 13	
Carried forward.....	\$1,961 99	\$26,482 13

Brought forward.....	\$1,961 99	\$26,482 18
ting, 2161½ yards.....	183 16	
blackening and brushes	20 60	
ts, 1 dozen.....	7 00	
l cotton, 156 dozen.....	87 07	
boys clothing, 67.....	665 00	
enders, 18 dozen.....	35 79	
bles, 3 gross.....	4 06	
h brushes, 6 dozen.....	6 00	
ks, traveling bags and repairs.....	23 03	
ershirts and undervests, 446.....	210 80	
, 5½ dozen.....	32 50	
ts, 1 dozen.....	3 50	
s of Seamstresses.....	970 00	

4,210 50

Shoe Shop.

er and findings, shoe shop		
ount.....	\$2,254 19	
ge.....	15 00	
ring sewing machine.....	7 15	
our for paste.....	1 72	
s of Shoemaker.....	900 00	

3,178 06

Tailor Shop.

mere, 1,337½ yards, tailor	
p account.....	\$1,137 59
gs and trimmings.....	1,142 32
ge.....	12 00
s of tailor and tailoress...	793 65

3,085 56

10,474 12

Furniture.

ets, 3 dozen.....	60 38
Brick.....	5 78
nnia pitchers, 2 dozen.....	44 00
ns, 27½ dozen.....	90 90
nes, 20½ dozen.....	106 50
hor, 10 pounds.....	2 40
for chair seats.....	33 70
ting, 282½ yards.....	305 87
et sweeper	2 25

Carried forward..... \$651 78 \$36,956 25

Brought forward.....	\$651 78
Carriage.....	48 00
Chairs, 6 dozen.....	32 50
Clocks and repairing.....	19 25
Clothes pins, 4 boxes.....	2 60
Coal hods, 3.....	1 35
Couch, 1,330 yards.....	160 55
Crockery and glassware.....	198 61
Damask, 189½ yards.....	96 69
Duck (for clothes bags), 125 yards.....	18 88
Feather dusters, ½ dozen.....	4 80
Gas fixtures.....	2 56
Knives and forks.....	17 21
Lamps and chimneys.....	4 35
Linen thread and sewing cotton.....	21 60
Mats, 13.....	35 20
Mattresses remade, 205.....	144 20
Maiting, 11 yards.....	7 30
Mops and handles, 12½ dozen.....	31 76
Moss and mattress twine.....	14 75
Napkins, 10 dozen.....	21 75
Oil cloth, 25 yards.....	15 00
Pails, 5 dozen.....	15 00
Pillows remade, 121.....	12 10
Quilts and counterpanes, 52.....	45 98
Repairing furniture.....	10 46
Repairing sewing machine.....	7 20
Repairing table ware.....	1 20
Repairing tin and copper ware.....	93 41
Repairing and tuning piano.....	87 00
Repairing wringer.....	2 38
Russia iron meat pans, 9.....	21 00
Sheeting, 1576 yards.....	200 33
Small kitchen wares.....	8 26
Stove repairs, pipe, polish, etc.....	65 01
Straw for bedding, 14,716 pounds.....	162 12
Table Linen, 185 yards.....	108 32
Thermometers, 14.....	5 95
Ticking, 265½ yards.....	30 89
Tin ware.....	72 48
Towels, 110.....	26 53
Toweling, 467½ yards.....	68 93
Carried forward.....	\$2,595 24

Brought forward.....	\$2,595 24	\$36,956 25
ask brooms, 1 dozen.....	2 00	
ow shades and repairing.....	132 48	
es of seamstresses.....	623 25	
	<hr/>	3,352 97

Building and Repairs.

ber.....	1,056 07	
escapes.....	985 00	
ts, oil and painting.....	532 28	
ing and labor.....	519 75	
ware and tools.....	328 73	
omining.....	328 00	
onry.....	305 23	
iring roofs, gutters and leaders.....	302 62	
n pipe and fittings.....	301 46	
water boiler.....	260 00	
s and glazing.....	224 03	
iring furnaces and steam boilers.....	125 60	
bing.....	109 00	
ng for steam pipes.....	103 60	
r scale eradicator, 92 gals.....	94 30	
ge and freight.....	85 18	
iring ranges.....	90 35	
inery repairs.....	75 66	
ewashing.....	50 75	
iring sinks.....	26 32	
g steam box.....	19 15	
iring elevator.....	18 83	
pipe.....	18 65	
age.....	15 37	
iring washing machine.....	14 40	
iring Yale locks.....	13 75	
iring ventilators.....	12 60	
rants, 2.....	12 00	
ng.....	10 77	
iring ice room.....	8 00	
ine oil, 10 gallons.....	7 50	
her strips.....	4 56	
ksmithing.....	4 20	
es of Carpenters.....	1,641 73	
	<hr/>	7,705 44
arried forward.....		\$48,014 66

Brought forward.....		\$48,014 66
----------------------	--	-------------

Fuel and Lights.

Gas, 995,800 feet.....	1,598 10	
Anthracite Coal, 170½ tons.....	608 63	
Charcoal, 204 barrels.....	147 00	
Hoisting, shoveling and carting coal.....	114 98	
Sperm and cylinder oils, 30 gallons.....	40 37	
Matches, 5½ gross.....	7 80	
Repairs to coal barrows.....	7 61	
Candles.....	3 99	
Wages of engineer and firemen.....	1,722 50	
		<hr/> 4,250 98

Stable.

Oats, 184 bags.....	214 30	
Ground feed, 120 bags.....	144 65	
Horseshoeing.....	120 60	
Hay, 9,396 pounds.....	101 40	
Repairing covered carriage.....	84 75	
Harness and repairing.....	70 00	
Repairing wagons.....	46 25	
Stable tools, blankets, etc.....	26 38	
Cartage and freight.....	18 70	
Straw, 1,310 pounds.....	11 79	
Oil meal.....	1 35	
Wages of stableman.....	300 00	
		<hr/> 1,140 17

Farm and Garden.

Manure, 100 loads.....	125 00	
Live stock.....	70 89	
Seeds.....	56 68	
Farm and garden tools.....	48 72	
Blacksmithing on garden barrows.....	10 60	
Machine repairs.....	10 15	
Freight.....	6 00	
Land plaster.....	4 50	
Wages of farmer and gardeners.....	1,175 00	
		<hr/> 1,507 54

Washing.

Hard soap, 11,025 lbs.....	707 11	
Starch, 1860 lbs.....	95 60	
		<hr/>
Carried forward.....	\$802 71	\$54,913 55

Instruction of the Deaf and Dumb.

23

Brought forward.....	\$802 71	\$54,913 35
soda, 3700 lbs.....	56 07	
ile soap, 204 lbs.....	50 38	
olio, 10 cases.....	47 75	
lle water, 35 gals.....	27 80	
age.....	24 00	
airing laundry stove.....	23 11	
ing, 10 cases.....	22 70	
es of laundresses.....	1,742 00	
	<hr/>	2,796 52

Printing.

e and furniture....	300 77	
er.....	243 76	
ls.....	61 19	
ing and binding.....	52 74	
age.....	48 25	
troplates.....	24 10	
airing press.....	17 27	
covering rollers.....	17 25	
ine.....	15 30	
.....	14 00	
eling expenses.....	13 45	
m oil, 6 gals.....	7 60	
age.....	1 00	
es of Printers.....	1,544 96	
	<hr/>	2,361 64

Schools.

ks and stationery.....	959 03	
age and stamps.....	131 50	
versation tubes.....	128 50	
es.....	61 95	
age.....	36 00	
airing type-writers.....	8 45	
hmetical frame.....	8 00	
on for Diplomas.....	7 63	
cts for Object teaching.....	3 65	
ries, Principal and instructors.....	18,766 91	
	<hr/>	20,111 62
etting kilns, account Art Dep't... 129 80		
material..... 108 18		
	<hr/>	
Carried forward.....	\$237 98	\$20,111 62 \$60,071 51

Brought forward.....	\$237 98	\$20,111 62	\$60,071 51
Salaries, Art instructors.....	1,691 03		
	<hr/>	1,929 01	
		<hr/>	22,040 63

Hospital.

Medicines.....	270 77		
Professional services.....	85 00		
Surgical instruments.....	12 13		
Wages of nurse.....	240 00		
	<hr/>		607 90
Salaries of Superintendent, steward and assistants.....		5,438 37	
Salaries of Matrons.....		1,124 04	
Wages of Housekeeper, baker and cooks.....		1,997 04	
Wages of Supervisors.....		1,723 75	
Wages of Waiters, chambermaids and laborers.....		6,369 61	
Croton Water.....		2,609 80	
Insurance.....		2,497 50	
Expenses incurred account exhibit at New Orleans.....		1,288 87	
Expenses incurred in distributing circulars.....		382 50	
Stationery.....		220 03	
Traveling expenses.....		215 39	
American Annals of the Deaf and Dumb (subscription)..		194 00	
Postage stamps.....		139 62	
Census list.....		100 00	
Hand grenades, 4 dozen, and altering 2 fire extinguishers.		90 00	
Manilla tissue, 7 cases.....		66 50	
Delegation to Faribault, Minn.....		60 00	
Wrapping paper and twine.....		52 57	
Alcohol, 22½ gals.....		51 21	
Expenses of pupils to American Institute Fair.....		43 35	
Cartage and freight.....		39 15	
Delegation to Albany.....		36 46	
Advertising Annual Meeting.....		35 30	
Newspaper subscriptions.....		27 91	
Bureau of information (annual subscription).....		25 00	
Maintenance fire alarm.....		20 00	
Surveying.....		20 00	
Employment Agency.....		10 00	
Engrossing minutes of board.....		10 00	
Indian clubs.....		9 75	
Watch dials for time detector.....		9 65	
Carried forward.....		<hr/>	\$107,627 41

Instruction of the Deaf and Dumb.

25

Brought forward.....	\$107,627 41
enses of collections.....	7 85
ct powder.....	6 87
grams.....	5 72
ns heads and sticks.....	2 25
e Manuals.....	2 00
ified copy of State Laws.....	1 30
rial fees.....	1 25

\$107.654 65

MEMORANDA:

The following statements are of accounts reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate Fund was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Frizzell, Harriet Stoner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards erection of new buildings at Tarrytown (see Chapter 348, Laws of 1877), and consists of legacy of Ephraim Holbrook, and a bond and mortgage of \$2000 taken in payment for Real Estate.

	DR.	BUILDING FUND.	CR.
1884.		1884.	
October 1.	To balance from old account.....	\$34,616 72	By balance to new account
" "	" interest.....	1,959 06	
		<u>36,775 78</u>	<u>36,775 78</u>
1885.			
October 1.	To balance from old account.....	36,775 78	

DR.	REAL ESTATE FUND.	CR.
1884.		
October 1.	To balance from old account.....	28,784 89
	" payments on account Legacy of Samuel Willeits.....	2,045 00
	" Legacy of B. W. Merriam.....	500 00
	" Donation from George A. Docksta-der, Esq.....	25 00
	" Interest	409 13
		<u>31,764 01</u>
	By Cash, paid Executive Committee drafts 1,494, 1,495, 1,496, 1,499, 1,500, 1,504, 1,508, 1,509.....	6,984 88
	" Cash advanced General account for deficit for the year	2,491 51
	" balance to new account.....	22,287 67
		<u>81,764 01</u>
	MEM.—General Account owes for amounts advanced to meet deficits, \$28,346.21.	
1885.		
October 1.	To balance from old account.....	22,287 67

October 1. To balance from old account.....	\$4,339 43	
" interest.....	147 47	
	<u>4,406 90</u>	
1885		
October 1. To balance from old account.....	4,225 76	
	<u>4,406 90</u>	
		<u>4,406 90</u>

FRIZZELL FUND.		CR.
1884.		
October 1. To balance from old account.....	2,536 06	
" interest.....	96 20	
	<u>2,632 26</u>	
1885.		
October 1. To balance from old account.....	2,632 26	
		<u>2,632 26</u>
		<u>2,632 26</u>

HARRIET STONER FUND.		CR.
1884.		
October 1. To balance from old account.....	152 03	
" interest.....	5 74	
	<u>157 77</u>	
1885.		
October 1. To balance from old account.....	157 77	
		<u>157 77</u>
		<u>157 77</u>

MEMORANDA.

The following statements are of accounts reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate Fund was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Frizzell, Harriet Stoner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards erection of new buildings at Tarrytown (see Chapter 343, Laws of 1877), and consists of legacy of Ephraim Holbrook, and a bond and mortgage of \$2000 taken in payment for Real Estate.

BUILDING FUND.		CR.
1884.		
October 1.	To balance from old account.....	\$34,816 72
"	" Interest.....	1,959 06
		<u>36,775 78</u>
1885.		
October 1.	To balance from old account.....	<u>36,775 78</u>
		<u>\$36,775 78</u>

REAL ESTATE FUND.		CR.
1884.		
October 1.	To balance from old account.....	28,784 89
"	" payments on account Legacy of Samuel Willets.....	2,045 00
"	" Legacy of B. W. Merriam.....	500 00
"	" Donation from George A. Docksta- der, Esq.....	25 00
"	" Interest.....	409 12
		<u>31,764 01</u>
1885.		
October 1.	To balance from old account.....	<u>23,287 67</u>
		<u>23,287 67</u>

By Cash, paid Executive Committee drafts 1,494,
1,495, 1,496, 1,499, 1,500, 1,503, 1,504, 1,506,
1,509..... 6,984 88
" Cash advanced General account for deficit
for the year..... 2,491 51
" balance to new account..... 23,287 67

MEM.—General Account owes for amounts ad-
vanced to meet deficits, \$28,948.31.

81,764 01

October 1. To balance from old account.....	\$4,259 43			\$ 181 14
" interest.....	147 47			4,225 76
		4,406 90		
1885				
October 1. To balance from old account.....	4,225 76			4,406 90

FRIZZELL FUND.		CR.	
1884.			
October 1. To balance from old account.....	2,536 06	By balance to new account.	2,682 26
" interest.....	96 20		
	2,632 26		2,682 26
1885.			
October 1. To balance from old account.....	2,632 26		

HARRIET STONER FUND.		CR.	
1884.			
October 1. To balance from old account.....	152 08	By balance to new account.....	157 77
" interest.....	5 74		
	157 77		157 77
1885.			
October 1. To balance from old account.....	157 77		

CARY FUND.		CR.	
DR.			
1884.			
October 1. To balance from old account.....	\$104 49	By balance to new account.....	\$ 108 43
" interest.....	3 94		
	108 43		108 43
1885.			
October 1. To balance from old account.....	108 43		
RECAPITULATION.			
DR.		CR.	
Building Fund.....	36,775 78	Cash in United States Trust Co.....	5,498 80
Real Estate Fund.....	22,287 67	" N. Y. Life Insurance and Trust Co.....	14,449 68
Library Fund.....	4,225 76	" Inst. for Savings of Merchants Clerks.....	5,346 21
Frizzell Fund.....	2,632 26	" Seamen's Savings Bank.....	1,778 01
Harriet Stoner Fund.....	157 77	" Merchants' National Bank.....	119 97
Cary Fund.....	108 43	Bonds and Mortgages.....	38,000 00
	\$66,187 67		\$66,187 67

STATE OF NEW YORK, }
CITY AND COUNTY OF NEW YORK, } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 21st }
day of November, 1885. }

ANDREW WARNER,

Notary Public, New York.

[SIGNED.] GEORGE A. ROBBINS,
Treasurer.

Report of the Superintendent.

Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN: When Dr. Knickerbocker, late Superintendent and Physician, severed his connection with this Institution, on the 23d of August, I was appointed by your honorable body, through its Executive Committee, Superintendent *pro tempore*.

While I fully and gratefully appreciate the confidence reposed in me, I am not unmindful of the weight of responsibility that attaches to this office.

Having held the position of Steward for nearly twenty-five years, I am enabled, through my experience in that capacity, that the duties and responsibilities of the Superintendent are many and important, but, under the guidance and with the co-operation of the Executive Committee, I trust that the affairs of this department may be successfully administered, and that our united efforts to maintain throughout the Institution the highest efficiency with the lowest possible expenditure, will secure the most satisfactory results.

During the vacation months of July and August, the buildings were thoroughly renovated, and such repairs as were necessary to put them in a sanitary condition were made. By direction of the Board, an annual fire-escape or balcony was erected by Messrs. J. B. & J. M. Corbitt, extending entirely around the school building. By this arrangement the pupils occupying the large dormitory on the upper story of the building, are furnished a means of exit in case of fire that cannot be turned off, as every window in the room opens upon the balcony. The cost of the structure was nine hundred and eighty-five dollars.

In consequence of the opening and grading of the "Ridge Road" through the premises by the City authorities, the Institution has been subjected to great expense and much inconvenience, involving the relaying of our Croton and Gas mains, the building of temporary roads, the removal of the large brick building (erected in 1869 for industrial purposes), the construction of a new stable, besides many minor inconveniences. The work of moving the "Shop building" is now about completed, and our various industries which, for a time, were somewhat retarded, will now progress more rapidly, and we trust with more satisfactory results than ever before.

During the past year, we have added cabinet-making to our line of industries, as a distinctive trade from that of carpentry. Mr. Henry Intemann, who, as shown by the excellent testimonials furnished, is a finished workman, was appointed by the Executive Committee to take charge of that branch. At the beginning of the term in September last, the boys working in the "carpenter shop" were classified as cabinet-makers and carpenters, and each division required to work at their respective trades, thus enabling each pupil, with proper application, to acquire sufficient knowledge, on graduating, to support himself as a mechanic. Indeed, this can be said of all of our boys, in whatever industry they are taught. The Institution furnishes them with every facility for acquiring the necessary knowledge, and if they fail the responsibility will rest in a great measure upon them as individuals. In this connection, it gives me pleasure to state that many of the old graduates are following successfully the trades learned in the Institution.

The term opened on the 9th of September under auspicious circumstances, our numbers of the previous term being fully maintained, and on the 1st of October, the beginning of the new fiscal year, the record shows an increase of fifteen pupils over the corresponding date of last year.

The advantages offered by this Institution for acquiring industrial instruction are becoming more fully recognized as the years go by. This is evidenced in the interest manifested by the parents of our pupils as well as by those who have children in other schools for the instruction of the deaf and dumb, where the industrial arts are not taught.

It is a matter of regret that the Treasurer's report shows a deficit of over two thousand dollars for the fiscal year. This, however, is attributable in the main to several unavoidably heavy expenditures, notably among which were the premiums paid on insurance covering a series of years, and an accumulation of bills for Croton water, the payment of which had been deferred from time to time, owing to a defective meter.

The following tabulated statement shows the movement of the Institution.

	Males.	Females.	Total.
Number present September 30, 1884.....	227	125	352
Former pupils re-admitted	12	12	24
New pupils admitted.....	23	15	38
Whole number.....	262	152	414
Number who have left during the year.....	12	11	23
Number connected with the Institution September 30, 1885.	250	141	391

The 414 pupils present at the Institution within the year were supplied as follows.

By the State and Counties of New York,	407
By the parents or guardians,	6
By the Institution,	1
Total,	414

A complete catalogue of the pupils has been prepared and is herewith appended.

MEDICAL.

The general health of the inmates has been good, no death having occurred among the pupils, though I regret to say that one of our most useful and esteemed employees, Peter Fox, fell a victim to that dread disease, pneumonia, contracted while in the discharge of his duty.

The following table, showing the number and character of the diseases treated in the hospital during the year, has been prepared by Dr. W. Alexander, recently appointed attending physician by the Board, from the medical record kept by his predecessor, which is followed by a special report of the consulting ophthalmologist.

MEDICAL RECORD.

RECORD OF DISEASES TREATED.	PUPILS.		Officers, teachers and em- ployees.	Total.
	Males.	Females.		
Abscess.....		2		2
Adenitis.....	3	2	1	6
Alopecia Areata.....	1			1
Amenorrhœa.....		4		4
Anæmia.....	2	2	1	5
Anthrax.....	1			1
Asthma.....		1		1
Bronchitis.....	5	1		6
Catarrh (nasal).....	4	3		7
Cellulitis (of face).....	3	2		5
Cephalalgia.....	2	3		5
Cough (reflex nervous).....		1		1
Dysmenorrhœa.....		2		2
Eczema.....	2	3		5
Epilepsy?.....		2		2
Erysipelas.....	2	1	1	4
Fever (intermittent).....			1	1
Fever (typhoid).....			1	1
Furunculus.....	3			3
Laryngitis.....	1			1
Menorrhagia.....		1		1
Metrorrhagia.....		1		1
Neuralgia.....		2	1	3
Otitis.....		1		1
Pleuritis.....	1			1
Pneumonitis.....			1 fatal	1
Rheumatism.....	2	1	1	4
Sprain of leg.....	6			6
Tonsilitis.....	17	12	1	30
Wound of arm and hand.....	9			9
Wound of face.....	2	1		3

REPORT OF THE CONSULTING OPHTHALMOLOGIST AND OTOLOGIST,
FOR THE YEAR ENDING SEPTEMBER 30, 1885.

NO. 105 MADISON AVENUE, NEW YORK, Oct. 1, 1885.

President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—I have the honor to submit the following report of examinations, etc., occurring in my department during the past fiscal year.

OPHTHALMOLOGICAL.

	Cases.	Remarks.	Cases.
Astigmatism.....	2	Benefitted by glasses.....	2
Blepharitis.....	3	Cured.....	3
Choroidal Atrophy.....	1		
Conjunctivitis, Acute.....	2	Cured.....	2
Conjunctivitis, Chronic....	6	{ Cured.....	3
		{ Relieved.....	3
Dacryocystitis.....	3	{ Cured by operation.....	1
		{ Not operated on..	1
Granular Lids	2	Improved.....	2
Hypermetropia.....	14	Glasses adjusted.....	14
		{ Strabismus obviated by	
		glasses	3
Hypermetropic Strabismus.	4	{ Strabismus obviated by	
		operation and glasses...	1
Keratitis.....	1	Cured.....	1
Macula Cornea.....	6	Benefitted by treatment...	6
Myopia.....	3	Glasses adjusted.....	3
Occlusion of pupil by iritis.	1	Operation Iridectomy.....	1
Phthisis Bulbi.....	2		
Retinitis Pigmentosa.....	4		
Trachoma, Acute	1	Cured...	1

above schedule demonstrates that, notwithstanding the large number of students in the Institution, ocular troubles of a contagious nature have been but infrequent, no epidemic having existed.

OTOLOGICAL.

	Cases.	Remarks.	Cases.
Otitis, Media, Catarrhal. }	2	Cured.....	2
is, Subacute..... }			
Impacted Cerumen.	1	Removed.....	1

I have also examined the ears of thirty-five of the pupils, testing each very carefully for any latent hearing, with the following result:

Thirty-two can hear the tuning fork by bone conduction.

Eleven can hear the tuning fork by aërial conduction.

In conjunction with Prof. Currier's Conversational Tube over fifty pupils at the Institution can distinguish and reproduce vowel sounds. With the use of this Conversational Tube, twenty-two of the pupils examined can hear the ticking of the examiner's watch at varying distances from the mouth of the tube to three inches.

Fifteen hear it with one ear only, while seven hear it with both ears.

The examination of these pupils who had lost their hearing from various causes, reveals a diversity of pathological conditions unnecessary to specify here. The favorable results obtained by the use of the tube, however, seem of sufficient import to be of interest to the Board of Directors.

Very Respectfully,

F. C. RILEY, M.D.

INDUSTRIAL.

The exhibit of the industrial work in the different departments of practical education, is shown by the following tables.

PRINTING OFFICE.

(Estimated value of work done for the Institution, and cash receipts.)

For the Institution...	\$393 50
Printing Annual Report.....	550 00
Custom work (Cash).....	1,198 29
	<hr/>
	\$2,141 79

CARPENTER SHOP.

Estimated value of new work and repairs done for the Institution.....	\$3,111 15
Custom work (Cash).....	15 00
	<hr/>
	\$3,126 15

SHOE SHOP.

Number of pairs of shoes made.....	650
Cost of 776 pairs of shoes distributed.....	\$2,161 65
Cost of repairing 1,285 pairs of shoes.....	877 11
Custom work (Cash).....	24 97
	<hr/>
	\$3,063 73

TAILOR SHOP.

Number of coats made.....	114
Number of jackets made.....	197
Number of pairs of pants made	348
Number of vests made	101
Number of straw ticks made	78
Number of boys' aprons made.....	118
Cost of 109 coats distributed.....	\$544 30
Cost of 151 jackets distributed.....	522 78
Cost of 385 pairs of pants distributed.....	1,185 23
Cost of 96 vests distributed.....	147 70
Custom work (Cash).....	11 15
	<hr/>
	\$2,411 16

FARM AND GARDEN.

(Estimated value of vegetables, fruit, milk, poultry and eggs produced, and used in the Institution.)

Apples, 20 barrels.. ..	\$30 00	Brought up.....	\$3,157 23
Beans, 87 bushels.....	108 75	Parsnips, 59 bushels....	78 75
Beets, 367 bushels	275 25	Pears, 30 bushels.....	30 00
Cabbage, 5,800 heads....	580 00	Peas, 84 bushels.....	105 00
Carrots, 70 bushels....	105 00	Peppers, 4½ bushels....	5 62
Celery, 150 dozen bunches	360 00	Pie plant, 563 bunches..	38 15
Chickens, 30 pairs.....	30 00	Potatoes, 140 barrels....	324 00
Cucumbers, 53 bushels..	53 00	Radishes, 210 bushels...	262 50
Eggs, 207 dozen	51 75	Spinach, 244 barrels...	488 00
Egg plants, 80... ..	12 00	Sprouts, 30 barrels.....	45 00
Grapes, 960 pounds. ...	38 40	Squash, 225	56 25
Leeks, 66 dozen bunches.	82 50	Sweet corn, 1,395 dozen..	379 00
Lettuce, 150 barrels.....	300 00	String beans, 72 bushels.	72 00
Milk, 17,555 quarts.....	965 52	Tomatoes, 492 bushels..	615 00
Onions, 98 bushels.....	122 50	Turnips, 55 bushels....	22 50
Parsley, 532 bunches....	42 56	Cash receipts.....	4 60
	<hr/>		<hr/>
Amount carried up ...	\$3,157 23		\$5,478 50

FOR THE USE OF STOCK AT THE FARM.

Hay, 37 tons.	Corn stalks, 3 tons.
Rye, 100 bushels.	Corn in the ear, 125 bushels.
Millet, 3 tons.	

SEAMSTRESS ROOM.

(Articles made, in addition to a large amount of work done in mending, alterations, etc.)

Aprons.....	316	Sheets	331
Chemises....	123	Shirts.....	452
Drawers.....	180	Skirts.....	63
Dresses	278	Table cloths.....	90
Napkins	100	Towels.....	1,334
Night dresses.....	104	Waists.....	70
Pillow cases.....	317		

ACKNOWLEDGMENTS.

As in several previous years, we are indebted to the officers of the New York, Lake Erie & Western and New York Ontario & Western Railroads, and to the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair for a free admission to the pupils, with the teachers and officers of the Institution who accompanied them.

To the Manhattan Elevated Railroad Company for half fare for the pupils attending the American Institute Fair.

To the Ladies Committee for a Christmas tree and gifts, \$40.

To the New York College of Dentistry for the gratuitous services of its members in attending to the teeth of our pupils, the material therefor, to the extent of \$25, having been donated by a benevolent lady.

Before closing this report, I desire to state that I have been cordially and ably seconded in my efforts by the Matron, Mrs. Henry, also by Mr. Critterden, who has been connected with the Institution nearly ten years, and Mr. Greenleaf, who are my immediate assistants in the office.

In conclusion, it seems fitting that I tender to you, gentlemen of the Board of Directors, my grateful acknowledgment for the cordial support and uniform courtesy I have received at your hands during the period of my Stewardship.

As we enter upon a new year in the history of the Institution, may we not reasonably hope that the same overruling Providence which has for so many years shed its benign influence upon the great work you have in hand, will bless your labors in the effort to benefit the unfortunate class for which this Institution was organized.

Respectfully submitted,

C. N. BRAINERD,

Superintendent pro tem.

NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, Oct. 1, 1885.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTE FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING, SEPTEMBER 30, 1885.

MALES.

Name.	Town.	County.
ams, William.....	New York.....	New York.
alt, George, Jr.....	New York.....	New York.
ns, Frank.....	Brooklyn.....	Kings.
ns, James.....	Brooklyn.....	Kings.
s, Frederick W.....	Brooklyn.....	Kings.
haus, Frederick.....	New York.....	New York.
hall, Irwin E.....	Brooklyn.....	Kings.
er, Charles.....	Putnam Valley.....	Putnam.
r, Michael.....	New York.....	New York.
er, Archibald McL.....	New York.....	New York.
, Herman F.....	Brooklyn.....	Kings.
ay, Seymour A.....	Walton.....	Delaware.
els, Henry.....	New York.....	New York.
Henry, Jr.....	New York.....	New York.
r, Henry.....	New York.....	New York.
k, John M.....	Rahway.....	Union, N. J.
e, Charles F.....	Brooklyn.....	Kings.
nlr, George.....	Maspeth.....	Queens.
th, William M.....	New York.....	New York.
k, Frank D.....	Schoharie.....	Schoharie.
ers, Wilber L.....	Brooklyn.....	Kings.
, William W.....	New York.....	New York.
er, Albert..	Brooklyn.....	Kings.
, James.....	New York.....	New York.
d, Henry B.....	Brooklyn.....	Kings.
kmann, Isaac.....	New York.....	New York.
n, Daniel H.....	New York.....	New York.
n, Joseph E.....	New Paltz.....	Ulster.
hardt, Julius.....	Brooklyn.....	Kings.
and, Nicholas.....	Hurley.....	Ulster.

Name.	Town	County.
Butterly, Peter, Jr.....	New York.....	New York.
Cambell, John.....	Troy.....	Rensselaer.
Carlman, Thure E.....	Albany.....	Albany.
Carr, George W.....	Urbana.....	Stauben.
Caton, James H.....	Lloyd.....	Ulster.
Chase, Melvin B.....	Warrensburg.....	Warren.
Chinery, John F.....	New York.....	New York.
Clinton, Richard T.....	New York.....	New York.
Cocks, Samuel M.....	No. Hempstead.....	Queens.
Cohen, Henry.....	New York.....	New York.
Colwell, William.....	Albany.....	Albany.
Coombs, William.....	New York.....	New York.
Cory, Charles.....	Saratoga Springs.....	Saratoga.
Costuma, David.....	New York.....	New York.
Cotter, William, Jr.....	New York.....	New York.
Coulter, Arthur W.....	New York.....	New York.
Cunningham, Dennis.....	Hudson.....	Columbia.
Dackermann, Philip.....	Brooklyn.....	Kings.
Davis, Henry A.....	New York.....	New York.
Dennison, Benjamin C.....	New York.....	New York.
Dittmar, John W.....	New York.....	New York.
Donohue, William, Jr.....	Binghamton.....	Broome.
Drum, Jeremiah.....	Troy.....	Rensselaer.
Dugan, Daniel.....	Brooklyn.....	Kings.
Dunn, Ulysses G.....	Paris.....	Oneida.
Durian, William.....	New York.....	New York.
Ecka, Frank.....	Brooklyn.....	Kings.
Edwards, Sidney.....	Youngsville.....	Sullivan.
Edwards, William S.....	Whitehall.....	Washington.
Egan, Michael.....	New York.....	New York.
Elflein, John A.....	Roxbury.....	Delaware.
Engle, Paul.....	Berne.....	Albany.
Enz, William.....	New York.....	New York.
Erdmann, Gustave.....	New York.....	New York.
Falte, August.....	New York.....	New York.
Farrel, John.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Felton, Fred, Jr.....	Sheridan.....	Chautauqua.
Ferris, George.....	Ashland.....	Greene.
Fisher, George T.....	Dunkirk.....	Chautauqua.
Flanagan, W. H., Jr.....	Newburg.....	Orange.
Fogerty, Peter J.....	New York.....	New York.
Fogle, Peter.....	Albany.....	Albany.

Name.	Town.	County.
nire, William H.....	Troy.....	Rensselaer.
d, Mayxea.....	New York.....	New York.
ay, Benjamin.....	Albany.	Albany.
ss, George.....	New York.....	New York.
z, John.....	Brooklyn.....	Kings.
agher, Bernard.....	New York.....	New York.
ly, Patrick J.....	New York.....	New York.
nt, Charles.....	New York.....	New York.
ry, John H.....	Syracuse.....	Onondaga.
ring, Louis.....	Brooklyn.....	Kings.
more, William.....	New York.....	New York.
que, Joseph, Jr.....	Yonkers.....	Westchester.
que, Peter.....	Yonkers.....	Westchester.
n, Martin.....	New York.....	New York.
r, John.....	New York.....	New York.
th, Joseph.....	Walkill.....	Orange.
nt, Robert H.....	New York.....	New York.
y, Charles.....	Newburg	Orange.
nee, William.....	Walkill.....	Orange.
kett, William H.....	New York.....	New York.
den, Benjamin F.....	Brooklyn.....	Kings.
ght, Tilson W.....	New York.....	New York.
am, George.....	Brooklyn.....	Kings.
am, Henry.....	New York.....	New York.
neman, Herman.....	New York.....	New York.
son, William.....	New York.....	New York.
is, William I.....	New York.....	New York.
h, Robert.....	New York.....	New York.
, Henry.....	Albany.....	Albany.
nessey, James.....	New York.....	New York.
riques, Herbert H.....	Brooklyn.....	Kings.
ry, Robert J.....	York.....	Livingston.
mann, Louis.....	New York....	New York.
an, John.....	Albany.....	Albany.
ck, Frank M.....	Arkwright.....	Chautauqua.
brand, John, Jr.....	New York.....	New York.
es, Benjamin.....	New York.....	New York.
bs, Jacob.....	Brooklyn.....	Kings.
es, John W.....	New York.....	New York.
son, Philip.....	North Greenbush....	Rensselaer.
ston, Robert D.....	New York.....	New York.
ph, Harry.....	New York.....	New York.
dan, Frank.....	New York.....	New York.

Name.	Town.	County.
Kaiser, Charles.....	New York.....	New York.
Kane, Henry.....	Brooklyn.....	Kings.
Keegan, Teddy.....	Brooklyn.....	Kings.
Keiserwetter, Charles.....	New York.....	New York.
Kennedy, Henry J.....	New York.....	New York.
Kenny, Joseph S.....	Watervliet.....	Albany.
Kerr, Robert S.....	New York.....	New York.
King, Emmet.....	Richmondville.....	Schoharie.
Kistler, Jacob A.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Knox, Frederick.....	Brooklyn.....	Kings.
Koenig, Carl.....	New York.....	New York.
Koffer, John.....	New York.....	New York.
Kricheldorf, William.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Lawton, Ralph.....	Great Valley.....	Cattaraugus.
Lehmer, Charles.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.
Loos, George W.....	Claverack.....	Columbia.
Lorcer, Theodore.....	New York.....	New York.
Loyd, James B.....	Westfield.....	Chautauqua.
Lyons, John W.....	Brooklyn.....	Kings.
Maloney, John.....	New York.....	New York.
Manchester, George.....	Middleburg.....	Schoharie.
Mayer, Emil.....	New York.....	New York.
Maynard, Robert E.....	New York.....	New York.
McConnell, Gibson.....	Poughkeepsie.....	Dutchess.
McDonald, Andrew.....	New York.....	New York.
McEvoy, John J.....	Fishkill.....	Dutchess.
McKerahan, Edward.....	New York.....	New York.
McMickle, Frank H.....	Wallkill.....	Orange.
McMickle, Morris C.....	Wallkill.....	Orange.
McVea, Robert.....	New York.....	New York.
McVea, William.....	New York.....	New York.
Meade, Peter.....	Albany.....	Albany.
Meyers, James.....	Brooklyn.....	Kings.
Michael, Alexander.....	New York.....	New York.
Michel, Emil.....	New York.....	New York.
Miller, George W.....	New York.....	New York.
Miller, John C.....	Goldsboro.....	North Carolina.
Miller, Max.....	New York.....	New York.

Name.	Town.	County.
otti, Carlo.....	New York.....	New York.
hell, Benjamin.....	New York.....	New York.
hell, Peter, Jr.	New York.....	New York.
ney, John.....	West Farms.....	Westchester.
re, John.....	New York.....	New York.
re, William, Jr.....	New York.....	New York.
isse, George H	New York.....	New York.
ris, William.....	Beekman.....	Dutchess.
ris, William, Jr.....	Stapleton.....	Richmond.
rison, Matthew H, Jr....	New York.....	New York.
nch, Henry.....	Brooklyn.....	Kings.
, Charles F.....	Albany	Albany.
, William S	Bloomsburg.....	Pennsylvania.
es, Charles D.....	New York.....	New York.
ien, John.....	New York.....	New York.
, James.....	Newburg.....	Orange.
, John.....	Newburg.....	Orange.
, Robert.....	Newburg.....	Orange.
, Willam.....	Newburg.....	Orange.
rlhout, Edwin.....	Richmondville.....	Schoharie.
llivan, Richard M.....	New York.....	New York.
z, Henry.....	New York.....	New York.
ish, John F.....	Jackson.....	Washington.
, Andrew.....	Brooklyn.....	Kings.
ette, Charles.....	Cohoes	Albany.
ose, Frank T.....	Norristown.....	Pennsylvania.
ruhrl, Charles R.....	Brooklyn.....	Kings.
William J.....	Haverstraw.....	Rockland.
kett, James.....	New York.....	New York.
lethwaite, William D....	New Orleans	Louisiana.
ers, James.....	Flushing.....	Queens.
sinzing, Henry.....	New York.....	New York.
st, Herman.....	New York.....	New York.
g, John.....	Kingston.....	Ulster.
ngton, Peter F.....	New York.....	New York.
mond, Harry.....	Yonkers.....	Westchester.
, William.....	New York.....	New York.
, Anthony, C.....	Brooklyn.....	Kings.
ann, William.....	Liberty.....	Sullivan.
e, Wesley.....	Olive.....	Ulster.
orts, John J.....	New York.....	New York.
nson, Stanley.....	New York.....	New York.
, William H.....	New York.....	New York.

Name.	Town.	County.
Rosenthal, Joseph.....	New York.....	New York.
Rudolph, Frederick.....	New York.. ..	New York.
Russell, Frank E.....	Brooklyn.....	Kings.
Ryckman, William A.....	New York.....	New York.
Salmond, Andrew J.....	Dunkirk.....	Chautauqua.
Sartor, Albert.....	New Lots.....	Kings.
Scharlin, Jacob.....	New York.....	New York.
Schleich, Martin, Jr.....	Brooklyn.....	Kings.
Schmidt, Charles.....	New York.....	New York.
Schmidt, George.....	New York.....	New York.
Schneider, Edward.....	New York.....	New York.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.
Sexton, Richard M.....	Hague.....	Warren.
Shanks, William G.....	Albany.....	Albany.
Sherran, Charles.....	Hempstead.....	Queens.
Short, William E.....	Kingston.....	Ulster.
Silliman, Frank D.....	Fulton.....	Schoharie.
Sinclair, Austin.....	New York.....	New York.
Slaven, Henry.....	Unadilla.....	Otsego.
Smith, Burdette	Albany.....	Albany.
Smith, Louis G.....	Rensselaerville	Albany.
Smith, Nicholas.....	New York.....	New York.
Soldwedel, Louis.....	New York.....	New York.
Spilker, Frederick.	Long Island City.....	Kings.
Stauch, John.....	New York.....	New York.
Stephenson, John.....	Wilmington.....	Essex.
Storm, Frederic T.....	Middletown.....	Orange.
Strope, Lawrence D.....	Stockport.....	Columbia.
Stryker, Frank A.....	Brooklyn.....	Kings.
Taplin, John E.....	Brooklyn.....	Kings.
Thies, Henry G.....	New York.....	New York.
Thompson, Charles T.....	Brooklyn.....	Kings.
Thompson, James.....	New York	New York.
Thompson, Robert J.....	Yonkers.....	Westchester.
Toohey, Joseph.....	New York.....	New York.
Torsney, John.....	Ninneville.....	Essex.
Totten, Oscar J.....	New York.....	New York.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Tyler, Ira W.....	New York.....	New York.
Vandergrift, George.....	Schoharie.....	Schoharie.

Name.	Town.	County.
Seggar, John H.....	New Lots.....	Kings.
le, Antoine.....	New York.....	New York.
owski, Frank.....	Ossining.....	Westchester.
ins, William, Jr.....	Albany.....	Albany.
on, William W.....	Yonkers.....	Westchester.
, Ignatz.....	New York.....	New York.
er, George T.....	Crawford.....	Orange.
, Eguene A.....	Linklaen.....	Chenango.
en, Edward.....	New York.....	New York.
e, Frederick C.....	New York.....	New York.
on, James B.....	Brooklyn.....	Kings.
e, Solomon.....	Kingston.....	Ulster.
lin, Lister.....	Dover.....	Dutchess.
ner, Edmund R.....	Albany.....	Albany.
neth, George W.....	Delaware.....	Sullivan.
ritch, Harry.....	New York.....	New York.
el, Robert.....	New York.....	New York.

FEMALES.

ermann, Josephine B....	Yonkers.....	Westchester.
, Catherine.....	New York.....	New York.
erson, Elizabeth M.....	Brooklyn.....	Kings.
erson, Henrietta.....	New York.....	New York.
sch, Amelia.....	Newton.....	Queens.
in, Almeda M.....	Watertown.....	Jefferson.
in, Anna E.....	Brooklyn.....	Kings.
in, Nellie.....	Hudson.....	Columbia.
ell, Edith.....	Brooklyn.....	Kings.
ock, Edith.....	Southampton.....	Suffolk.
win, Catherine.....	Cambridge.....	Washington.
mann, Emma.....	New York.....	New York.
ett, Aleeta F.....	Bedford.....	Westchester.
mer, Cora J.....	Olive.....	Ulster.
kman, Katie.....	Deer Park.....	Orange.
tiska, Margaret.....	New York.....	New York.
gne, Josephine.....	New York.....	New York.
, Margaret.....	New York.....	New York.
fuhr, Mary.....	New York.....	New York.
yn, Mary.....	New York.....	New York.
yn, Minnie.....	New York.....	New York.
, Johanna.....	Middletown.....	Richmond.
er, Ellen E.....	Skaneateles.....	Onondaga.
er, Mary A.....	Skaneateles.....	Onondaga.

Name.	Town.	County.
Cheek, Mary E.....	New York.....	New York.
Ciesielskie, Julia.....	Jefferson.....	Schoharie.
Cohen, Dora.....	New York.....	New York.
Conklin, Lorena.....	Cochecton.....	Sullivan.
Coppock, Elizabeth A.....	New York.....	New York.
Craig, Agnes.....	Brooklyn.....	Kings.
Croak, Maria.....	Watervliet.....	Albany.
Crolius, Grace.....	New York.....	New York.
Crolius, May C.....	New York.....	New York.
Curci, Francesca.....	New York.....	New York.
Davenport, Lillie.....	New York.....	New York.
Davis, Clara E.....	New York.....	New York.
Davis, Hannah,.....	New York.....	New York.
Davis, Rachel....	Fly Mountain.....	Ulster.
Day, Lura.....	Tompkins.....	Delaware.
Decker, Georgie.....	Montgomery.....	Orange.
Derrick, Ellen.....	Long Island City....	Queens.
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.
Donoho, Margaret A.....	New York.....	New York.
Eaton, Mary.....	Brooklyn.....	Kings.
Ecka, Mina.....	Brooklyn.....	Kings.
Fish, Mabelle S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Flanagan, Mary E.....	New York.....	New York.
Flint, Cora B.....	Gainesville.....	Wyoming.
Flint, Minnie.....	Gainesville.....	Wyoming.
Frantz, Ella M.....	Ellenville.....	Ulster.
Freeholder, Eva.....	New York.....	New York.
Fronce, Lilly W.....	Newburgh.....	Orange.
Gabie, Florence.....	Yonkers.....	Westchester
Gantz, Rachel.....	Brooklyn.....	Kings.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Mand.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Goreth, Mary F.....	Walkill.....	Orange.
Grant, Maud.....	Newburg.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Hamilton, Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Hawkins, Frankie O.....	Oswego.....	Oswego.
Haws, Hattie.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.

Name.	Town.	County.
Matilda.....	New York.....	New York.
, Sarah J.....	New York.....	New York.
ster, Daisy.....	New York.....	New York.
e, Matilda.....	New York.....	New York.
e, Eliza M.....	Brooklyn.....	Kings.
ard, Annie M.....	Colchester.....	Delaware.
, Katie.....	Gates.....	Monroe.
ox, Martha.....	New York.....	New York.
Mena.....	New York.....	New York.
e, Alice.....	New York.....	New York.
er, Cornelia.....	New Paltz.....	Ulster.
e, Catherine	Rockland.....	Sullivan.
y, Mary A.....	New York.....	New York.
hum, Clara E.....	Greenbush.....	Rensselaer.
y, Catherine.....	Kingston.....	Ulster.
e, Mary.....	New York.....	New York.
ek, Catherine.....	Fremont.....	Sullivan.
r, Eliza.....	New York.....	New York.
right, Nellie.....	New Lots.....	Kings.
an, Bertha.....	Fishkill.....	Dutchess.
er, Annie C.....	Ramapo.....	Rockland.
, Josephine.....	New York.....	New York.
n, Bertha.....	Brooklyn.....	Kings.
t, Lina.....	New York.....	New York.
, Josephine.....	New York.....	New York.
on, Emma C.....	Stony Point.....	Rockland.
ndoske, Rosa.....	Clarkstown.....	Rockland.
, Jane.....	New Lots.....	Kings.
s, Mary A..	Albany.....	Albany.
e, Catherine.....	Yonkers.....	Westchester.
, Mary.....	New York.....	New York.
, Nellie.....	New York.....	New York.
l, Antoinette V.....	Brooklyn.....	Kings.
s, Sarah.....	New York.....	New York.
in, Mary A.....	Albany.....	Albany.
in, May.....	Riverhead.....	Suffolk.
ickle, Malvina.....	Wallkill.....	Orange.
ane, Mary A.....	New York.....	New York.
rd, Cora L.....	Beekman.....	Dutchess.
r, Emma M.....	Newtown.....	Queens.
r, Eunice.....	Gilboa.....	Schoharie.
an, Rachel.....	New York.....	New York.
olson, Mary.....	New York.....	New York.

Name.	Town.	County.
Ogle, Elizabeth.....	Newburg.....	Orange.
O'Keefe, Margaret.....	New York.....	New York.
Ottmer, Katie F.....	Brooklyn.....	Kings.
Palmer, Elizabeth A.....	Troy.....	Rensselaer.
Peterson, Carolins.....	Brooklyn.....	Kings.
Pfeffer, Mary C.....	New York.....	New York.
Phillipski, Annie.....	Yonkers.....	Westchester.
Pinder, Edna	Middleburgh.....	Schoharie.
Poblinski, Bessie.....	New York.....	New York.
Porter, Sarah A.....	New York.....	New York.
Price, Mary E.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Rapp, Mary E.....	Albany.....	Albany.
Ray, Martha J.....	New York.....	New York.
Reese, Sophia.....	Constantia.....	Oswego.
Richter, Jane.....	New York.....	New York.
Rinneberg, Annie.....	Brooklyn.....	Kings.
Rosenburg, Annie.....	New York.....	New York.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catharine.....	New York.....	New York.
Schoonmaker, Amanda.. .	Rochester.....	Ulster.
Smith, Lizzie J.....	New York.....	New York.
Sneden, Kate A.....	New York.....	New York.
Solomon, Esther.....	New York.....	New York.
Starbuck, Anna L.....	Malta.....	Saratoga.
Stockner, Alice.....	New York.....	New York.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.
Thurston, Hannah.....	Hempstead.....	Queens.
Tiedemann, Margaret.....	New York.....	New York.
Tyrell, Jenevra.....	Brooklyn.....	Kings.
Van Varick, Isabella S.....	New York.....	New York.
Vogel, Bertha.....	New York.....	New York.
Waidler, Ann L.....	Long Island.....	Queens.
Weidmann, Lizzie.....	New York.....	New York.
Wells, Emily.....	Harrisburg.....	Lewis.
Weyant, Mary A.....	Stony Point.....	Rockland.
Wilson, Theresa.....	New York.....	New York.
Wolcott, Adelia L.....	Caton.....	Stauben.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.
Zwink, Emily.....	New York.....	New York.

Report of the Principal.

to the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN:—The expiration of the official year of the Institution devolves upon me the duty of submitting to you the following

REPORT.

On the 1st of October, 1884, there were in attendance at the Institution as pupils, 227 males and 125 females, to whom were subsequently added, of new pupils, 23 males and 15 females, and, of former pupils, 15 males and 12 females; amounting to 262 males and 152 females—total of 414. Of these were discharged 12 males and 11 females, leaving connected with the Institution, October 1st, 1885, 391 pupils, of whom 250 were males, and 141 females. Of these, 15 males and 5 females were absent, making the number present, 335 males and 136 females—an aggregate of 371.

The average number of pupils connected with the Institution during the year, was 379.

Within the Academic year commencing September 4, 1884, there were under instruction 252 males and 144 females, a total of 396 pupils. These, 50 little boys, varying in age from 6 to 12 years, had their education and instruction in a separate building on the grounds, under the teachers, one gentleman and two ladies, one of the ladies devoting her entire time to teaching lip-reading and articulation.

The remaining pupils were divided separately into male and female departments, the male department occupying the first story of the Academic building, and the female department occupying the second story. In the male department were employed five gentlemen, teaching two classes each, and two ladies, teaching one class each. The latter devoted one half the day to their own classes proper, and the other half, one to teaching lip-reading and the other to assisting in the instruction of the primary class of girls, and to rendering literary assistance to the male division of the High Class.

In the female department were eight classes, under four ladies who taught two classes each. Besides these, we had the assistance of two

ladies, who devoted a portion of each day to teaching lip-reading and articulation, and of one gentleman and one lady, who were entrusted with the conduct of the Department of Art. The entire corps of teachers, including the Principal, who spent half of each day in the class-rooms and the other half in those general labors which are essential to the maintenance and successful operation of a large school, was composed of eight gentlemen and ten ladies, a total of eighteen.

At the close of the Academic year, we were called upon to part with Prof. F. D. Clarke, who resigned his position as teacher of the two most advanced classes in our male department, to assume the post of Principal of the Arkansas State Institution for the Deaf and Dumb, to which he had been elected, and with Mrs. Isabella H. Carroll, who accompanied him to his new field of labor and usefulness. Their places have been supplied by the appointment of Mr. William H. Bishop and of Mr. Walter B. Peet, both of them hearing gentlemen of superior education and unusual adaptation to the work of teaching the deaf and dumb.

In the arrangement of hours of instruction, regard must necessarily be had to the fact that the Institution embraces two schools, the one designed to secure mental and moral elevation, and the other, industrial skill—so that the deaf-mute who comes to it without language, without knowledge, without an idea of either filial, social or religious obligation, and who, without special training, must, by reason of his misfortune, continue through life deficient and dependent, deprived of the exhilaration of intellectual intercourse and activity, of the stimulus of well-founded hope, and of the satisfaction of well-earned success, has the opportunity of being transformed into a new being, able to communicate freely with his fellows, whether hearing or deaf, to take his part in the great world of thought and action, to come under the influence of the master minds of all the ages, and to become a conscientious, honest, useful and honored member of that body of craftsmen who contribute to the necessities of society, and derive, from the labor of their brains and hands, a comfortable, if not a luxurious support.

These two schools are represented by a separation of the pupils into two divisions, each of which, under the divine blessing and influence, is, in its turn, moulded, through the efforts of skillful and devoted teachers, into that condition of mind and heart, which, uniting knowledge, wisdom, calculation and goodness, is to be recognized as the highest object of education, and is in addition made expert in all that which, to acquired principles, adds practical application and skillful manipulation.

One of these divisions is in the school of language and kindred studies, from 8 to 12 in the mornings of one week, and from 1 to 5 in the

rooms of the next week, while the other is, at the same time, in school of industry from 8 to 11 in the mornings of one week, and 1 to 4 in the afternoons of the following week. This gives to pupil seven hours of instruction each school day, with ample time study and recreation during the otherwise unoccupied hours.

The system of instruction is known as the Combined System, in distinction to all such systems as confine themselves to some exclusive method of expression. Its instruments are writing, the manual alphabet, pantomime, significant gestures for individual words, lip-reading, articulation, and grammatical symbols which indicate respectively the subject and predicate of the sentence, the part of speech to which each word embraced therein belongs and its relations to other words, the distinctions of case, number, person, voice, mood and tense, the functions of phrases and clauses. It recognizes, as philosophy requires, those methods of acquiring language which directly link representative words with objects, attributes and actions, and, at the same time, by the ingenious devices already mentioned, associates grammatical principles with every form of written expression, so that grammar is taught by example and made an element of a constantly developing, uninterrupted growth. It conforms itself also to the pictorial modes of thought arising from the enforced substitution of vision for audition in the case of those who have never heard, in which memory takes the part of a diorama, and desire that of an ideal picture.

From this come, not those signs of thought which strike the ear in the form of tones and articulated words which constitute the language of civilization, but those which strike the eye in the form of pictorial outline, facial expression and simulated attitude and action, such as those which those savage tribes of North America whose oral language has never been reduced to writing, and has not been sufficiently adapted to make it adequate to the full expression of their ideas, have in common with the deaf from birth, to such an extent, that it is a positive and striking identity.

This was brought out in a very remarkable manner by the late artist ethnographer Catlin, whose work on the North American Indians, and whose remarkable paintings of types of the different tribes into which they were divided, attracted so much attention some forty years ago. He, on one occasion, visited the New York Institution, in company with upwards of twenty representative Indians, whose delight at imitating the striking pantomime with which our pupils regaled them, got the better of that stolidity of dignity with which the Indian habitually inures himself, but they could not be induced to make an exhibition of themselves for the benefit of our pupils, who were much disappointed that their own efforts to entertain their visitors did not meet their expected reward.

It has been more recently developed in the admirable and comprehensive work on the natural sign-language of Indians and of deaf-mutes, by Captain W. P. Clark, of the United States Army, who has devoted years of study to this subject, and has, through the publication of this work, given the opportunity to the hearing public to become familiar with the leading characteristics of the language of gesture. Of the accuracy of Capt. Clark's descriptions, I had an independent means of judging, when my friend and classmate, General H. B. Carington, who had been encamped for years among the Indians of the far west, gave in my presence, illustrations of connected narrative in the gesture speech of our Aboriginal tribes. Had he been brought up, as I have been, among the speechless deaf, it is a question whether he could have been more graphic in his delineations, or have represented more truly to the life, persons, objects, actions and relations.

In the society of an Institution like ours, this gesture speech becomes so modified that it is rendered capable of expressing clearly and succinctly not only concrete but abstract ideas, and of analysing and elucidating any and every subject. The result is that, without special effort on the part of the teacher, the pupil obtains a great many ideas from which he would be long debarred, if he were confined to the slow process of advancing intellectually only so fast as he could go in a language made up of words. Lectures are delivered, discussions are indulged in, formal debates are had, through this wonderful medium, and there is a fire of eloquence in it which touches the soul, kindles the enthusiasm, arouses the emotions and melts the heart.

It thus brings the effects of oratory to bear upon the quiet senses of the self-contained deaf-mute. Like electricity, it causes new life to course through his veins, and unites him to his fellows and to the world, as he feels the pulsations of the living chain of which he finds himself a link. Cut him off from such privileges, and, so far from bringing him nearer to those who do not understand his language, you actually isolate him still more, for he cannot enjoy that consciousness of being one in feeling and sympathy with numbers that makes the whole world kin. Ignore it in the processes of familiarizing him with written language, and you not only refuse to avail yourself of a means by which the intricacies of language may be made plain and simple, and by which life is given to what appear to be dull, unmeaning words, but you also deprive yourself of the best test both of his comprehension and of his ability to use alphabetic language.

Let him give, clearly and graphically, the sense of a given passage—let him again give an appropriate gesture for each word and phrase that enters into its composition, and you know, for a certainty, that he comprehends it, both as a whole and in its parts. Present to him in what is, to all intents and purposes, his vernacular, a given thought or

an incident, and, if he can reproduce it in a well constructed idiosyncratic sentence consisting of fitting words, you have the best evidence of his ability, not to repeat, parrot-like, the colloquialisms of the text book, but to avail himself, on the spur of the moment, of the natural resources of the English tongue. If, on the contrary, he is unable to do either without mistakes, the teacher has the opportunity, in correcting his errors, of furthering his knowledge of words and their uses.

In this way, he has all the benefit to be derived from reciprocally translating from one language into another. Text books on different subjects are thus made available for the acquisition, not only of knowledge, but of language, and remarks by the teacher in explanation and commendation are made the groundwork of independent effort in composition. In this way, geography and history and mathematics and the circle of the sciences might be mastered, while each text book and subject contributed its quota to the development of the pupil's knowledge of the English language.

In practice, however, it has been found that it is safer to follow the precept of the old Latin adage, *Festina lente*—"Hasten slowly"—as it is better that a few things should be well studied, that language should be incorporated into the mind as the vehicle of thought and expression, than that, so far as possible, in the classroom, the language of gesture should give place to the language of words. Especially is this the case with the most advanced division of the High Class, where signs are not used by either teacher or pupil, but all the instruction is conveyed by the use of the English language in one of the forms appreciable to the eye.

The practice described in a previous report, of giving continuous instruction in the intermediate and elementary classes, by means of the manual alphabet, and of requiring each pupil to make a sign for each word as spelled, the teacher stopping to give the sign and make the necessary explanations when a word or phrase new to all the pupils is to be introduced, of then selecting some pupil to give the sign in the natural order of gesture speech, and of directing the class to complete the sentence, is still continued with the happiest results.

It is in this way, mainly, that we have had such success with our two deaf-mute boys, James H. Caton and Richard T. Clinton. In dealing with them, every sentence is spelled into one of their hands by the manual alphabet, just as though they could understand every word composing it, and when there exists in the mind of the teacher no doubt whether what is thus said is fully understood, he requires the deaf-mute pupil to follow the spelled word with a manual

The manual alphabet addressed to the eye, is unquestionably the

readiest and quickest way of conversing in verbal language with the deaf, and when hearing and speaking persons have, through benevolent or other motives, acquired facility in its use, they can converse with educated deaf-mutes with the same ease and satisfaction as with persons who hear.

The fact, however, that the phonic alphabet, as used in this Institution, can be made to replace the manual alphabet in phonetic spelling so perfectly, that every vocal element shall be distinctly visible to the eye of the deaf-mute, at the same time that the word is distinctly and correctly pronounced, has led us to give lip-reading and its corollary articulation a prominent place in our list of subsidiary studies. There would be no difficulty whatever in the way of making this an effective if not a perfect equivalent for the manual alphabet, had the English language, like the German and Italian, a phonetic spelling. As it is, we are obliged to accustom the pupil to translate the phonetic spelling into the orthographic, and, to this end, have commenced and made considerable progress in a dictionary which can be used with ease and benefit by our pupils, and will, it is believed, prove useful in schools for hearing children.

Some of our pupils, without a particle of hearing, can discern, on the lips, everything that is said to them at a little less than the ordinary rate of speech, requiring for each more difficult word only a single very deliberate repetition; and I hazard little in expressing the opinion, that the time is not far distant when, with all our pupils, inability to read the lips will be the exception, not the rule. Of course, their constant observation of the manner in which each vocal element is pronounced, induces a greater and greater effort to imitate it, and the teacher finds less and less difficulty in enabling the pupils to reproduce it. Articulate speech on the part of the deaf from birth, is apt to be metallic and monotonous in its effect upon the ear, unless there be some degree of hearing of which the teacher can take advantage to give the idea of tone and emphasis, and it is perhaps fortunate that the class who, before special instruction, have never spoken, are more likely to possess that degree of hearing which can be invoked to produce voice and modulation, than those who, through disease, have lost this sense after it has been once enjoyed. In the former, there seems to be an arrested development of the auditory apparatus which, in some cases, has been gradually renewed and continued after birth: in the other, paralysis of the nerve of hearing;—so that absolute and profound deafness is to be found, not so much among congenital as among accidental cases. For the aid of the former, we have recourse to Currier's Duplex Conical Conversation Tube, the invention of our special teacher of articulation, and to Rhodes's audiphone, which relies for its efficacy upon bone conduction through the teeth, and, singular to

e, there are cases in which neither of these instruments alone will the seat of hearing, while both combined will effect the desired t. Prof. Carrier has, under his special instruction, fifty-three s who, left to themselves, were deaf and dumb, but who now are ning to hear, not with a prospect of gradually losing a weakened, f establishing an awakened sense, and whose speech is becoming and more euphonious and correct. This education of the ear is ly facilitated by uniting lip-reading with it; for lip-reading nts to the eye of the deaf person whose hearing is in process of pment, the visible characteristics which enable him to make in- ent distinction between vocal sounds.

t while the difficulties in the way of the deaf-mute are, by the ex- of philosophy and of patient thought and endeavor, thus happily, h with difficulty, removed, it seems strange that such tardy re- tion should have been accorded to his extraordinary capacity in er direction, a capacity which, when cultivated, raises him at once the plane of neglected dullness, gives zest to life, and awakens tions which will never be satisfied till he finds himself the peer of n and women whom the world calls great. His artistic sense is ongest endowment, but like the uncut diamond, it is and almost s must be hidden in the pebble whose marvellous power of ab- g and reflecting light will never be revealed, until it is taken in by the skilled lapidary and so shaped as to evoke its possibili-

e poet and the artist differ in this. The word painter may, like t, spring from the soil, and, by giving loose reins to fancy and g, sing the song which enchants his kind, but the artist must hrough a severer ordeal; he must learn the principles of trans- g the lines of an ideal to a real plane, of producing the effects of and shade under circumstances where the bodily eye must be dinated to the mental—of accepting what is seen in its simpli- without introducing the complexity of details which he knows st, and of the effects of pigment which, in uninitiated hands, would ce a shade of color altogether different from that intended and d, and to all this knowledge he must add a power of mental which nature alone can supply, and a deftness of touch which ardly ever be attained without the constant and unwearied ce of years.

ere the deaf-mute has the advantage, is in the power of vision. s hangs before him the picture of something, distinct in outline de, in color. He cannot divest himself of it. It is an ever present y. To describe it in the air with all its convolutions and with its al effect, is the impulse of Nature: to enable him to put it on or on canvas, requires the influence of a master. His unaided ef-

Name.	Town.	County.
Rosenthal, Joseph.....	New York.....	New York
Rudolph, Frederick.....	New York..	New York
Russell, Frank E.....	Brooklyn.....	Kings.
Ryckman, William A.....	New York.....	New York
Salmond, Andrew J.....	Dunkirk.....	Chautauque
Sartor, Albert.....	New Lots.....	Kings.
Scharlin, Jacob.....	New York.....	New York
Schleich, Martin, Jr.....	Brooklyn.....	Kings.
Schmidt, Charles.....	New York.....	New York
Schmidt, George.....	New York.....	New York
Schneider, Edward.....	New York.....	New York
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia
Seigler, Albert.....	New York.....	New York
Sexton, Richard M.....	Hague.....	Warren.
Shanks, William G.....	Albany.....	Albany.
Sherran, Charles.....	Hempstead.....	Queens.
Short, William E.....	Kingston.....	Ulster.
Silliman, Frank D.....	Fulton.....	Schoharie
Sinclair, Austin.....	New York.....	New York
Slaven, Henry.....	Unadilla.....	Otsego.
Smith, Burdette.....	Albany.....	Albany.
Smith, Louis G.....	Rensselaerville.....	Albany.
Smith, Nicholas.....	New York.....	New York
Soldwedel, Louis.....	New York.....	New York
Spilker, Frederick.....	Long Island City.....	Kings.
Stauch, John.....	New York.....	New York
Stephenson, John.....	Wilmington.....	Essex.
Storm, Frederic T.....	Middletown.....	Orange.
Strope, Lawrence D.....	Stockport.....	Columbia
Stryker, Frank A.....	Brooklyn.....	Kings.
Taplin, John E.....	Brooklyn.....	Kings.
Thies, Henry G.....	New York.....	New York
Thompson, Charles T.....	Brooklyn.....	Kings.
Thompson, James.....	New York.....	New York
Thompson, Robert J.....	Yonkers.....	Westchester
Toohy, Joseph.....	New York.....	New York
Torsney, John.....	Ninneville.....	Essex.
Totten, Oscar J.....	New York.....	New York
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Tyler, Ira W.....	New York.....	New York
Vandergrift, George.....	Schoharie.....	Schoharie

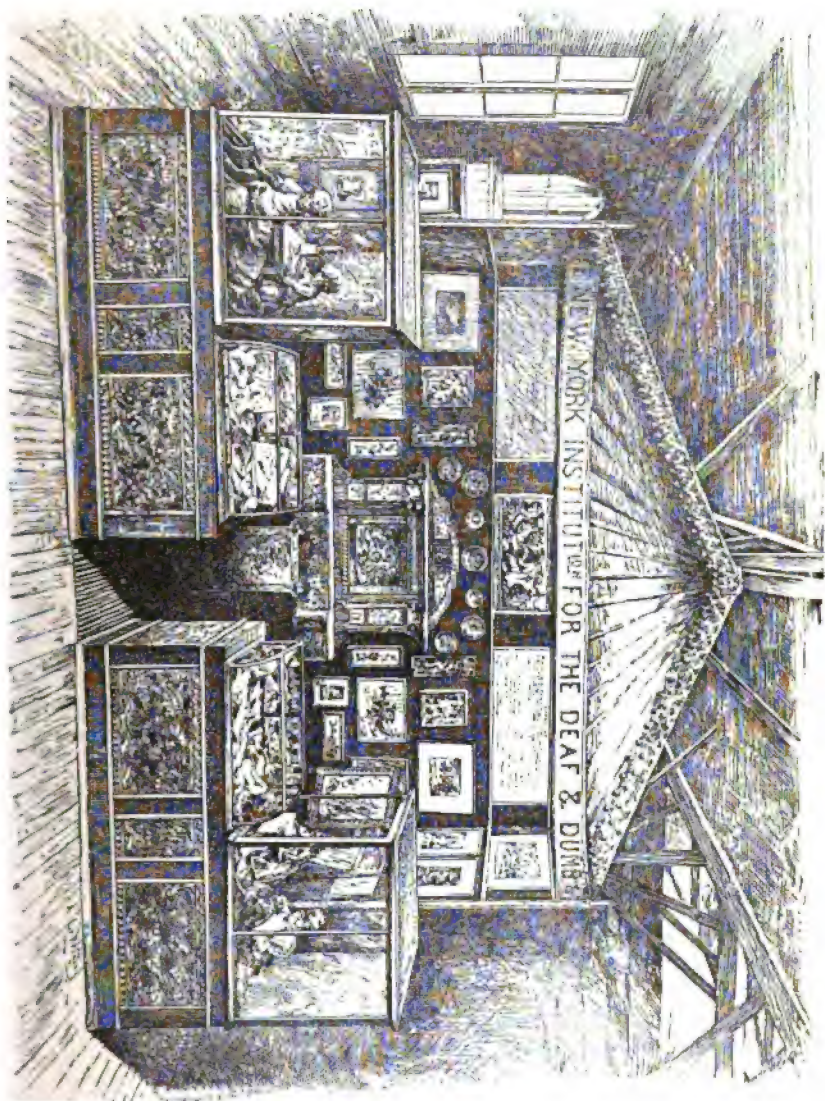
Name.	Town.	County.
Seggar, John H.....	New Lots.....	Kings.
ele, Antoine.....	New York.....	New York.
kowski, Frank.....	Ossining.....	Westchester.
kins, William, Jr.....	Albany.....	Albany.
son, William W.....	Yonkers.....	Westchester.
a, Ignatz.....	New York.....	New York.
er, George T.....	Crawford.....	Orange.
, Eguene A.....	Linklaen.....	Chenango.
len, Edward.....	New York.....	New York.
ke, Frederick C.....	New York.....	New York.
on, James B.....	Brooklyn.....	Kings.
ne, Solomon.....	Kingston.....	Ulster.
din, Lister.....	Dover.....	Dutchess.
mer, Edmund R.....	Albany.....	Albany.
meth, George W.....	Delaware.....	Sullivan.
ritch, Harry.....	New York.....	New York.
del, Robert.....	New York.....	New York.

FEMALES.

ermann, Josephine B....	Yonkers.....	Westchester.
l, Catherine.....	New York.....	New York.
erson, Elizabeth M.....	Brooklyn.....	Kings.
erson, Henrietta.....	New York.....	New York.
usch, Amelia.....	Newton.....	Queens.
tin, Almeda M.....	Watertown.....	Jefferson.
tin, Anna E.....	Brooklyn.....	Kings.
tin, Nellie.....	Hudson.....	Columbia.
rell, Edith.....	Brooklyn.....	Kings.
cock, Edith.....	Southampton.....	Suffolk.
lwin, Catherine.....	Cambridge.....	Washington.
mann, Emma.....	New York.....	New York.
rett, Aleeta F.....	Bedford.....	Westchester.
mer, Cora J.....	Olive.....	Ulster.
ckman, Katie.....	Deer Park.....	Orange.
atiska, Margaret.....	New York.....	New York.
ogne, Josephine.....	New York.....	New York.
d, Margaret.....	New York.....	New York.
nfuhr, Mary.....	New York.....	New York.
wn, Mary.....	New York.....	New York.
wn, Minnie.....	New York.....	New York.
a, Johanna.....	Middletown.....	Richmond.
ler, Ellen E.....	Skaneateles.....	Onondaga.
ler, Mary A.....	Skaneateles.....	Onondaga.

<i>Name.</i>	<i>Youn.</i>	<i>Co.</i>
Cheek, Mary E.....	New York.....	New York.....
Cheselskie, Julia.....	Jefferson.....	Schoharie.....
Cohen, Dora.....	New York.....	New York.....
Conklin, Lorena.....	Cochecton.....	Sullivan.....
Coppock, Elizabeth A.....	New York.....	New York.....
Craig, Agnes.....	Brooklyn.....	Kings.....
Croak, Maria.....	Watervliet.....	Albany.....
Crolius, Grace.....	New York.....	New York.....
Crolius, May C.....	New York.....	New York.....
Curci, Francesca.....	New York.....	New York.....
Davenport, Lillie.....	New York.....	New York.....
Davis, Clara E.....	New York.....	New York.....
Davis, Hannah.....	New York.....	New York.....
Davis, Rachel.....	Fly Mountain.....	Ulster.....
Day, Lara.....	Tompkins.....	Delaware.....
Decker, Georgie.....	Montgomery.....	Orange.....
Derrick, Ellen.....	Long Island City.....	Queens.....
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.....
Donoho, Margaret A.....	New York.....	New York.....
Eaton, Mary.....	Brooklyn.....	Kings.....
Ecka, Mina.....	Brooklyn.....	Kings.....
Fish, Mabelle S.....	New Castle.....	Westchester.....
Fisher, Lizzie.....	New York.....	New York.....
Flanagan, Mary E.....	New York.....	New York.....
Flint, Cora B.....	Gainesville.....	Wyoming.....
Flint, Minnie.....	Gainesville.....	Wyoming.....
Frantz, Ella M.....	Ellenville.....	Ulster.....
Freeholder, Eva.....	New York.....	New York.....
Fronce, Lilly W.....	Newburgh.....	Orange.....
Gabie, Florence.....	Yonkers.....	Westchester.....
Gantz, Rachel.....	Brooklyn.....	Kings.....
Gartland, Catherine E.....	Brooklyn.....	Kings.....
Gibbs, Maud.....	Brooklyn.....	Kings.....
Glosque, Mary.....	Yonkers.....	Westchester.....
Goreth, Mary F.....	Walkill.....	Orange.....
Grant, Maud.....	Newburg.....	Orange.....
Gray, Edith P.....	Barker.....	Broome.....
Hamilton, Martha A.....	Cobleskill.....	Schoharie.....
Hand, Florence H.....	Brooklyn.....	Kings.....
Hasty, Martha.....	New York.....	New York.....
Hawkins, Frankie C.....	Oswego.....	Oswego.....
Haws, Hattie.....	New York.....	New York.....
Helst, Mary.....	New York.....	New York.....

pen and ink sketch will exemplify the general effect produced by the grouping of the foregoing details.



Other Institutions for the Deaf and Dumb in various parts of the country were represented by special exhibits, but to this Institution was awarded the diploma.

During the last session of the Legislature was passed a law extending the privilege of an additional three years' term for higher instruction,

to 24 pupils who have completed the ordinary term allowed by law, instead of to 12 as heretofore. The number now on the list is 20.

It is most gratifying to be able to record that this legislation had the cordial approval of the Hon. W. B. Ruggles, Superintendent of Public Instruction, and that the number of additional pupils who have been admitted, through its operation, by his appointment, is 8.

Our acknowledgments are also due and are gratefully extended to the publishers of the following periodicals and newspapers, which have contributed to the information and enjoyment of our pupils.

Monthly.

Our Record, Buffalo, N. Y.
The Mute Ranger, Austin, Texas.
The Sheltering Arms, New York City.
The Sunday School Journal, New York City.

Semi-Monthly.

Sunday School Advocate, New York City.
Deaf-Mute Record, Fulton, Mo.
Silent Observer, Knoxville, Tenn.
Mutes' Companion, Faribault, Minn. (Two copies.)
Maryland Deaf-Mute Bulletin, Frederick, Md. (Two copies.)
Mutes' Journal, Omaha, Neb. (Two copies.)

Semi-Weekly.

New York Times.
New York World.

Weekly.

The Evangelist, New York City.
The Newburgh Weekly Journal, Newburgh, N. Y.
The Utica Weekly Herald, Utica, N. Y.
The Watertown Reformer, Watertown, N. Y.
The Rome Sentinel, Rome, N. Y.
The Saratogian, Saratoga Springs, N. Y.
The Weekly State Gazette, Trenton, N. J.
The Kentucky Deaf-Mute, Danville, Ky. (Two copies.)
The Goodson Gazette, Staunton, Va. (Two copies.)
The Deaf-Mute Mirror, Flint, Mich. (Two copies.)
The Vis-a-Vis, Columbus, Ohio.
Deaf-Mute Hawkeye, Council Bluffs, Iowa.
The Deaf-Mute Advance, Jacksonville, Ill.
The Wisconsin Deaf-Mute Times, Delavan, Wis. (Two copies.)
The Deaf-Mutes' Journal, New York City. (Two copies.)
The Deaf-Mute Index, Colorado Springs, Col.

The Tablet, Romney, W. Va.

The Kansas Star, Olathq, Kansas.

Our Little People, Rochester, N. Y. (Twenty-two copies.)

The Deaf-Mute Voice, Jackson, Miss.

On the 26th and 27th days of August, was held in the city of Albany, the 10th biennial meeting of the Empire State Association of Deaf-Mutes. As most of the members are graduates of this Institution, I accepted an invitation to be present and participate in the proceedings. The Hon. Erastus Brooks, President of your honorable body, manifested his sympathy and interest by making a spoken address which I had the pleasure of translating into signs, so that the hearing persons present and the deaf-mutes in session all had the benefits of words of wisdom so pertinent to the occasion that they were, in the language of Solomon, like apples of gold in pictures of silver. Mr. Brooks afterward proposed for discussion the question of the right of deaf-mutes to participate in Civil Service examinations with a view to securing positions of trust and usefulness under the government.

The fact that there are many clerical duties which they can perform as well as those who are not deprived of hearing, and the further fact that there are at present, under government, many deaf-mutes appointed under the former system of selection who are still rendering excellent service, seemed to justify the Association in calling attention to the fact that, under a form of generalization adopted by the Civil Service Commission, deaf-mutes were excluded, probably by inadvertence but none the less unfortunately, from the opportunities heretofore enjoyed.

Another member of the Board of Directors, the Rev. Dr. Thomas Gallaudet, Rector of St. Ann's Church for deaf-mutes, familiar from his childhood with the language of signs, and a life-long friend of the deaf and dumb, also took a prominent part. To both these gentlemen the Association, by formal resolution, expressed a sense of the favor extended to them by their presence and cōoperation.

The orator of the occasion, Mr. Thomas F. Fox, a graduate of the Institution, and at present employed as a teacher, gave, in signs, a version of an address which he had written for the occasion—an address, which would have done honor to any man of his age endowed with the enjoyment of all his senses. The papers read, the remarks made, and the discussion participated in by other prominent deaf-mutes, were in the highest degree creditable, and the convention, as a convention, made a most favorable impression upon the hearing visitors present, and, through the newspapers, upon the citizens of Albany.

The Governor of the State and the Superintendent of Public Instruction received a large delegation of the body in their respective offices, and extended to them courtesies which they will long remember.

The reputation of this Institution, as of institutions for the hearing, is in a great measure in the hands of its graduates, and the large number of deaf-mutes who, as intelligent, upright and well educated citizens, are leading lives of usefulness and honor, as a result of the benefit they derived from her fostering care, furnish the best evidence of the value of the Institution, and offer to the State the highest encouragement to continue its wise and liberal policy of giving, to every deaf-mute within her borders, the opportunity of obtaining, without money and without price, a full and complete education.

All of which is respectfully submitted.

ISAAC LEWIS PEET,

Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, Nov. 11, 1885.

Report on the Annual Examination

JUNE, 1885.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—The Special Committee to which was entrusted the duty of conducting the Annual Examination of the pupils, and of determining the results of the course of instruction and plan of mental discipline pursued, beg leave to present the following

REPORT.

At the commencement of the Examination on Wednesday, June 17, the Committee were furnished by the Principal with the annexed schedule, embracing the names of the classes with the teachers in charge, the number of pupils under instruction during the year, the number present at the examination, their special and general classification and their standing. By the term *standing*, it is not intended to designate the actual time that each pupil has been under instruction, but simply to indicate the rank that the class holds. It is impossible to preserve the same classification in respect to time, through the whole course. Some pupils, by reason of late admission, want of capacity or diligence, absence or other causes, fall below the general standing and drop into a lower class, while others of better minds or greater industry are promoted.

SCHEDULE OF CLASSES, JUNE 17, 1885.

I.—MALES.

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
I.	Francis D. Clarke.....	8 years.....	22	21
II.	Thomas F. Fox.....	7 years.....	25	22
III.	William G. Jones.....	6 years.....	22	22
IV.	E. H. Currier.....	5 years.....	16	16
V.	William G. Jones.....	4 years.....	24	24
VI.	E. H. Currier.....	3 years.....	16	14
VII.	Chester Q. Mann.....	3 years.....	19	19
VIII.	Chester Q. Mann.....	2 years.....	19	17
IX.	Josephine F. Rintoul..	1½ years.....	12	12
X.	Isabella R. Carroll....	3 to 8 months.....	13	13

KINDERGARTEN.

(Children under 10 years.)

I.	Luann C. Rice.....	2 to 3 years.....	20	20
II.	C. W. Van Tassell....	2 years.....	10	10
III.	C. W. Van Tassell....	8 mos. to 2 yrs.....	9	9
IV.	C. W. Van Tassell....	1 year.....	2	2
V.	C. W. Van Tassell....	1 to 8 months.....	10	10

SPECIAL CLASSES.

(Deaf, Dumb and Blind.)

I.	Thomas F. Fox.....	9 years.....	1	1
II.	Thomas F. Fox.....	7 years.....	1	1

HIGH CLASS.

| F. D. Clarke.....	| 9 to 11 years.....	9	9
-------------------	--------------------	---	---

SUPPLEMENTARY HIGH CLASS.

| Thomas F. Fox.....	| 10 years.....	2	2
		252	244

II.—FEMALES.

I.	Josephine L. Ensign..	8 years.....	14	14
II.	Ida Montgomery.....	7 years.....	19	18
III.	Josephine L. Ensign..	6 years.....	20	20
IV.	Jane T. Meigs.....	5 years.....	18	17
V.	Jane T. Meigs.....	4 years.....	16	16
VI.	Myra L. Barrager.....	2 to 3 years.....	24	23
VII.	Myra L. Barrager.....	3 weeks to 1 yr.....	24	24

HIGH CLASS.

| Ida Montgomery....	| 9 to 11 years.....	9	9
		144	141

LIP READING.

TEACHERS.	Under instruction during the year.			Present at the Examination.		
	Males.	Females.	Total.	Males.	Females.	Total.
E. H. Currier.....	32	14	46	30	14	44
Elizabeth Mitchell.....	48		48	48		48
Jane T. Meigs.....		15	15		15	15
Josephine F. Rintoul.....		19	19		18	18
Myra L. Barrager.....		42	42		41	41
Josephine L. Ensign.....		20	20		20	20
Francis D. Clarke.....	31		31	30		30
Thomas F. Fox.....	26		26	23		23
William G. Jones.....	46		46	44		44
Mrs. A. T. Mann.....	28		28	26		26
Miss Rambo.....	10		10	10		10
	221	110	331	211	108	319

AURAL DEVELOPMENT.

E. H. Currier.....	10	12	22	10	12	22
Elizabeth Mitchell.....	3		3	3		3
Jane T. Meigs.....		19	19		18	18
Josephine F. Rintoul.....	12		12	12		12
	25	31	56	25	30	55

DRAWING.

Mme. Sarah E. LePrince..	252	144	396	244	141	385
--------------------------	-----	-----	-----	-----	-----	-----

BOOK-KEEPING.

Thomas F. Fox.....	4		4	4		4
--------------------	---	--	---	---	--	---

RECAPITULATION.

UNDER INSTRUCTION DURING THE YEAR.		PRESENT AT THE EXAMINATION.	
Males,	252	Males,	244
Females,	144	Females,	141
Total,	396	Total,	385

In the examination of the male and female divisions of the High Class, the Committee had the valuable assistance of Rev. Dr. Thomas Gallaudet and of Rev. Dr. Edward L. Clark, whose reports hereunto appended will be read with no little interest, and to these gentlemen they desire to convey the assurance of their appreciation of the intelligent sympathy which led them to devote an entire day to a searching inquiry into all the subjects of study pursued, and of the able manner in which they discharged the duty they had consented to assume.

The examination of the other classes was conducted, in many instances, by means of questions previously prepared but sedulously kept from the knowledge of both the teachers and their pupils. These questions were answered by the pupils on paper, without the opportunity being afforded of obtaining aid from either books or individuals, so that the examination was a true test of the attainments of each separate pupil.

The work of each day was preceded by devotional exercises in the chapel, under the direction of the Principal, and it was affecting to notice the rapt attention of these interesting children as their petitions were offered in the silent language of gesture to Him to whom all the modes of human appeal are alike intelligible.

To afford a practicable means of estimating the progressive advancement of the pupils, we will now proceed to give a succinct account of the work of each class as it appeared in the examination, and add thereto such details of the proceedings of the week as will convey an idea of the culture and intellectual privileges enjoyed by those who, but for this Institution, would be completely cut off from all those influences which elevate the human being above the conditions of mere animal existence.

We will, therefore, begin with the

MALE DEPARTMENT.

Tenth Class.

In this class were collected thirteen pupils, in the lowest stage of advancement, under the instruction of Mrs. Isabel R. Carroll, with a standing of from three to eight months. Their studies were that part of Peet's Scripture Lessons, treating of the attributes of God in contrast with those of man, and exercises in the English Language. In this branch, the pupils were employed for several weeks in simply copying from the printed page with a view of training them to habits of observation and accuracy. They then took up Dr. Peet's chart of Essential Sentences, and were taught to write the names of objects connected by a verb with their attribute. A majority of the class were able to write correctly sentences modelled after those in the given

formula. One of the pupils had been under instruction three months, and had been taught in Peet's Language Lessons. He was able to write the names of twelve objects, to write simple sentences involving the use of the verb *touch*, and the nominative in the first and second persons. The examination indicated talent and ability, and a remarkable degree of patience on the part of the teacher, who had succeeded in awakening the dormant faculties of her pupils to activity, and in giving them pleasure and enthusiasm in their daily work.

Ninth Class.

Miss Josephine F. Rintoul had charge of this class, which contained twelve pupils, with a standing of one year and a half. During the school year they had been studying Dr. H. P. Peet's Part III; Peet's Scripture Lessons; arithmetic, through addition and subtraction; hymns; daily exercises in articulation and weekly model letters. In the instruction of four members of this class who possessed a partial hearing, the system was identical with that followed with hearing pupils of the same age, the recitations in Monroe's First Reader and Peet's Language Lessons being conducted orally. The class had received an hour's daily instruction in connection with the ear-tube, and had also an hour's exercise in lip-reading. The examination evinced care and zeal on the part of the teacher.

Eighth Class.

The eighth class was taught by Mr. Chester Q. Mann, and contained nineteen pupils, two of whom were absent at the time of the examination. This class is 'one of two years' standing, and the studies have been Peet's Scripture Lessons, twenty pages of which have been perfectly committed to memory; Peet's Language Lessons, reviewed; Peet's System of Addition and Subtraction; model letters; hymns and school-drill. The class has also had daily exercises in lip-reading under Mrs. Mann and Miss Rambo, and has received a lesson in drawing each week. The examination was satisfactory.

Seventh Class.

This class, also, was under the instruction of Mr. Mann, and embraced nineteen pupils, with a standing of three years. Their text books for the year were De Fontaine's Wisdom Teeth; Peet's Part III., the history of man studied in connection with grammatical symbols; Peet's Language Lessons reviewed; Peet's System of Arithmetic; hymns; lip-reading and drawing. These pupils were able to answer such questions in American History as "Who discovered America?" "How many states are there in the United States?" and in Scripture Lessons, such as, "Who was the first man?" "How long ago was the crea-

tion?" Their answers were good and to the point. The class showed considerable progress in their studies.

Sixth Class.

The sixth class, with a total of sixteen pupils of three years' standing, was under the instruction of Mr. E. H. Currier. The studies were Mitchell's First Lessons in Geography; Child's History of the United States; Ray's Elementary Arithmetic, through the four ground rules and United States Money; Peet's Scripture Lessons; Selected Hymns and the Ten Commandments; English composition; Dr. Peet's Phonics Alphabet; and drawing from objects one hour each week. The following is a specimen question with its answer. "What was the appearance of the Indians?" "They were quite tall and straight. They had long, black hair, and their complexion was red or brown. They were brave, but also cruel and revengeful." These pupils gave the names of all the United States with the Capital city of each State, without an error. Their examination in geography indicated a thorough training in this branch. In general, the replies elicited on the several topics were remarkably original, showing that the class had been carefully trained to habits of thought and self-reliance.

Fifth Class.

In this class there were twenty-four pupils of four years' standing, under the instruction of Mr. William G. Jones. Their text books during the year had been Child's History of the United States; Mitchell's First Lessons in Geography; Peet's Scripture Lessons; hymns; arithmetic, through the four ground rules; grammatical symbols, lip-reading and drawing. The character of the questions given in these studies and the answers to them will be seen by a glance at the appended specimens. "What is the Federal Constitution?" "It is a body of rules by which the people of the United States of America are governed. It is called 'Federal' because the several states united or league themselves together in support of it." "What can you say of the City of New York?" "It is the largest city in the Western Continent and one of the greatest commercial cities in the world." The papers of these boys were well written, and in the examination they acquitted themselves very satisfactorily.

Fourth Class.

The class ranking as the fourth had a standing of five years and contained sixteen pupils, taught by Mr. E. H. Currier. The program of studies included Swinton's Geography and Thompson's Geographical cards; Useful Knowledge cards; Swinton's History of the United States; hymns; English composition; Dr. Peet's System of Phonetic Analysis, and drawing once a week. The following are some

the questions on these subjects, with the answers in reply. "Who were the Pilgrims?" "They belonged to a religious sect opposed to the church of England, who suffered terribly on account of their religion, and came to America to seek liberty to worship God according to their own belief." "What man do you most admire of those whom you have studied about in United States History, and why?" "I admire Christopher Columbus the most, because he discovered America. If it had not been for him, many of the events of the past few centuries might not have happened." "What is a thermometer?" "It is an instrument for telling the change in the temperature by the rising and falling of the mercury." With the hymns and in composition, they did exceedingly well. In his mode of instruction, the teacher seems to have employed every means to interest his pupils in their studies. His success was attested by the quickness and originality of their replies. The lip-reading and articulation of this class, as well as those of the Sixth Class under the same teacher, showed careful training with a promise of surprising results hereafter.

Third Class.

The number of pupils in this class was twenty-two, of six years' standing, under the instruction of Mr. William G. Jones. Their studies were Monteith's Youth's History of the United States; Mitchell's New Primary Geography; Peep of Day; hymns; arithmetic, the four ground rules and simple fractions; grammatical symbols, model letters, lip-reading and drawing. In the examination, the class was prepared to answer the given question. Below are appended some of the questions and answers. "What was the Stamp Act?" "It was a tax imposed upon paper used for deeds, pamphlets, etc. This paper was stamped, so the law was called the Stamp Act. It was passed by the British Parliament in 1765." "Count over all the things that God made." "Light, air, clouds, seas, dry land, the things that grow out of the earth, the sun, moon and stars, and living creatures." "What can you say of the population of Europe?" "The population is composed of varieties of the Caucasian race. In the north, the people are very fair, with blue eyes and light hair; in the south, they are darker. The nobles are usually rich and live in splendor, while the poor work hard, and pay large taxes." As it will be seen from these replies, the pupils have been ably instructed, and have responded with alacrity to their teacher's efforts in their behalf.

Second Class.

Twenty-five youths, having a standing of seven years, were comprised in this class, under the instruction of Mr. Thomas F. Fox. Of the whole number, twenty-two were present at the examination. Their

course of study during the year had been Swinton's History of the United States; Mitchell's Intermediate Geography; Douglas's Initiatory Grammar; Ray's Elementary Arithmetic, through United States Money and fractions; hymns; penmanship; and in drawing, a lesson each week. The class had had daily practice in the language of common life, and had written original compositions weekly on topics selected by the teacher. All of the class had spent an hour daily in lip-reading, and in the special examination they were generally correct in this branch. School drills had been practiced on alternate Fridays. The following are selections from the papers of this class. "England was Spain's first rival in American exploration. In fact, it was the Cabots that, sailing under the English flag, first discovered America four years before Columbus discovered the South American Continent." In grammar, six different questions were given to each pupil, and with one or two exceptions the answers were right. The majority of the boys worked out and analyzed the following problems. A merchant bought 5 pieces of cloth; the first piece contained $13\frac{1}{2}$ yards; the second, $18\frac{1}{2}$ yards; the third, $16\frac{1}{2}$ yards; the fourth, $15\frac{1}{2}$ yards; and the fifth, $21\frac{1}{2}$ yards. What amount of cloth did he purchase?" The papers of these boys showed the advantage of careful instruction. Several of them obtained perfect marks in some of the studies. They all passed an excellent examination in the different branches taught them, and showed an agreeable promptness throughout the work.

First Class.

This class, the highest grade of the Grammar department, has been under the care of Mr. Francis D. Clarke. Composing it were twenty-two young men, with a standing of eight years. The course of studies followed during the year, embraced, in grammar, the development of the verb and grammatical symbols; Harper's School Geography; Dr. H. P. Peet's History of the United States; arithmetic; hymns, and those portions of the Bible which formed the text of the daily exercises in the chapel; composition. The phonic alphabet had been taught an hour every day, and instruction in drawing had been received by the class, an hour each week, from the professor of drawing. In response to a direction to describe the form of the United States government the following was given: "The general government of the United States, and the several state governments, are all republican or representative in form. The general government has three distinct departments—the Legislative, the Executive and the Judicial. The legislative consists of two bodies, the Senate and House of Representatives. The Senate consists of two members from each state; the House of Representatives embraces a certain number of members chosen directly by the people of the several states. The

President of the United States is the chief executive officer of the government. The Supreme Court consists of a Chief Justice and eight associate judges. The complete statement of the plan of government is called the Constitution, and each state has a political organization similar in most respects to that of the United States." Their papers indicate a high standing for the class, and prove that it is has been taught by a teacher of ability and experience.

JUVENILE DEPARTMENT.

The classes coming under this head are five in number, containing the younger male pupils varying in age from six to twelve years, and have their residence and school rooms at the Mansion House. They, in all, number 51 pupils, under the manual instruction of Mr. Charles W. Van Tassel and Miss Luann C. Rice. In articulation and lip-reading, they were trained by Miss Elizabeth Mitchell.

Fifth Class.

This is the lowest class, the pupils which compose it having been under instruction varying lengths of time from three weeks to two months. Their drill has been with special reference to enabling them to distinguish the twelve objects forming the basis of primary instruction—namely, the key, the hat, the box, the mat, the adze, the door, the quill, the vase, the jug, the cup, the saw, the knife. Most of the pupils spelled the names of these objects with their fingers when the objects were pointed out to them, and several wore able to write the names on their slates.

Fourth Class.

In the next higher class, the fourth, there were two boys who had been under instruction for one year. They were rather dull, and consequently slow in learning, yet in the examination their work showed that they had mastered a number of pages in Peet's Language Lessons, a few pages in Peet's Scripture Lessons, and could write their names and give their ages and residences.

Third Class.

Five boys, two of whom had been at school since the preceding September, and the others for two years, composed this class. They had studied fifty-one pages of Dr. Peet's Language Lessons, and had also thoroughly reviewed the preceding lessons taught them. They had memorized the first section of Scripture Lessons, could count in figures and words from one to three hundred, and in penmanship were able to write their names, ages and residences, and occasionally send short letters to their friends.

Second Class.

Ten boys still farther advanced composed this class. Their course of study had been eighty-five pages of Language Lessons ; Part I. of Scripture Lessons ; addition, and counting in words and figures to 2000, and penmanship. They had had constant practice in dictation, making signs for every word as it had been spelled to them. Besides learning the grammatical symbols, they were sufficiently advanced to write letters to their friends. In lip-reading they had received daily instruction and appeared very well in this branch, as indeed in all the others.

First Class.

On account of differences in the degree of improvement, the twenty pupils in this class, under Miss Luann C. Rice, were separated into two divisions of ten pupils each. The general range of studies has been Dr. Peet's Language Lessons ; Scripture Lessons ; Felter's Primary Arithmetic ; penmanship, drawing and model letters. In all these studies the first division had made considerable progress, and their examination papers speak well for the fidelity of their teacher. The second division, while not so far advanced, still made a very presentable appearance in their examination. Both divisions had been constantly taught by manual dictation, and the result of this system was manifest in their work. The results were creditable alike to the pupils and their teacher, who, through many difficulties, has brought them up to such a high standing.

Class of Blind Pupils.

In this special class were the two blind deaf-mutes, James H. Caton and Richard T. Clinton, under the instruction of Mr. Thomas F. Fox. Caton's standing is nine years, and Clinton's, seven years. Caton's studies during the year were History of the United States ; History of England ; Ancient History ; Animal and Vegetable Physiology ; geography ; English Literature ; Mental Arithmetic, and, in Cathcart's Literary Reader, selections from Shakespeare and Milton. He was required to write out a daily composition with the type-writer, and was kept informed of current events. Clinton's text books included De Fontaine's Wisdom Teeth ; Sargent's Second Reader ; Keep's Stories ; Peet's Part III ; mental arithmetic ; and hymns. In the English language and composition he had had daily exercises, using the type-writer as a means of expressing his thoughts. We subjoin a few extracts from the examination papers. Caton, to a question in English Literature wrote, "The term 'classical language' is applied to a pure and dignified form of language adapted to expressing the higher order of thoughts. The word 'classical' is from the Latin *classis*, signifying a class or order of Roman citizens." Besides other answers to questions, he wrote the whole of "Hamlet's Soliloquy," and "Wolsey on the Vicissitudes of Life."

To the question "Who are ministers and physicians?" Clinton wrote, "A minister is one who preaches God's word and ministers to the soul. A physician attends us when we are sick, and ministers to the body." He also answered twenty other questions on various topics. The examination of these two boys showed the advantages of careful instruction, their papers printed on the type-writer being models of neatness and general correctness.

FEMALE DEPARTMENT.

Seventh Class.

This, the lowest class of the female department, has been under the care of Miss Myra L. Barrager, the general standing, being from three weeks to one year. By reason of the difference of time in school and capacity of learning, it was found expedient to separate the pupils into four grades. In the first grade, the dullest pupils were collected together with the latest arrivals. During this time at school, they have mastered the twelve objects forming the basis of primary instruction. The next grade had learned to distinguish those twelve objects and the letters of the alphabet, and had been drilled in Peet's Language Lessons. In the third grade, the pupils had learned all the foregoing, and also hymns, and counting in figures to six hundred. The highest grade had studied Peet's Language Lessons; simple exercises in addition and subtraction; the first three sections of Peet's Scripture Lessons; the Lord's Prayer, and penmanship. They had had daily exercises in lip-reading, and an hour weekly in drawing. In the examinations, the third and fourth grades wrote the Lord's Prayer, and the hymn beginning with the words "Nearer, my God, to thee," without an error, and in arithmetic, the fourth grade were able to perform the required exercises. The work and appearance of this class while under examination, speaks very highly for the efficiency and ability of the young lady in charge.

Sixth Class.

As in the class previously mentioned, Miss Barrager had also the care of the advanced class of the primary department. In this class, there were twenty-four bright little girls, whose standing was between two and three years. For their age, they had made great progress in the following studies—viz., Peet's Course of Instruction, Part III; Peet's Scripture Lessons, Part II; daily exercises in language; arithmetic, through the four ground rules; hymns; the Ten Commandments; the Lord's Prayer; lip-reading, and drawing. These little girls did remarkably well in the written examinations. Being asked, "What do girls who have learned a trade become?" one answered, "Some cover umbrellas, some sew gloves, some bind shoes. Others become tailoresses, or book-folders, or dressmakers, or

milliners, or work in woolen and cotton factories." All of this class wrote the Lord's Prayer, and the hymn beginning with the words "Abide with me," correctly. In arithmetic, the majority of the class worked out the following problem : "A lady bought some cashmere for \$1.50 ; some lining for 30 cents ; some tape for 8 cents ; and some ribbons for 36 cents. She gave a five-dollar bill in payment ; how much change ought she to have received ?" Their papers were all neat and well written, reflecting great credit upon both the pupils and their painstaking teacher.

Fifth Class.

The fifth class has been taught by Miss Jane T. Meigs. The number of pupils was sixteen, their standing being four years. The course of instruction pursued embraced the following text-books : Peet's Scripture Lessons ; Peet's Course of Instruction ; Colburn's Mental and Dudley's Written Arithmetic ; model letters and dialogues ; penmanship and drawing. Language was taught by dictation, and lessons in articulation were given by means of Currier's Conical Conversation Tubes. In lip-reading, Dr. Peet's phonic system had been employed. In Scripture, excellent descriptions were given of Esau, Rebekah and Joseph ; as, for instance, "Joseph was the beloved son of Jacob. He wore a coat of many colors, and was sold into slavery by his brothers, who were jealous of him. He became a great ruler in Egypt." Being asked what she could say of the vulture, one of the girls wrote. "The vulture is nearly as large as the eagle. He is very fond of carrion, and will sometimes scratch open graves and devour the dead bodies like the hyena. The turkey-buzzard is like the vulture, but smaller." Problems in addition, subtraction, and multiplication, were satisfactorily performed, and the Lord's Prayer and a hymn fully written out. The replies of the pupils to the questions given were very good, and showed that the class had been taught by a competent and faithful instructor.

Fourth Class.

Miss Meigs also had charge of this class, which was composed of eighteen pupils with a standing of five years. Their studies had been Peet's Scripture Lessons ; Swinton's Primary Geography ; Peet's Language Lessons ; mental and written arithmetic, hymns, and penmanship. Articulation had been taught with the aid of Currier's Conversational tubes. An hour daily was devoted to lip-reading and to language taught by dictation. In response to a direction to describe the otter, the following was written, "The otter is about as large as a fox. He digs holes in the banks of rivers and lakes, to sleep in. He swims and dives in the water and catches fish to eat. The fur of the otter is very fine and soft, and is often made into gentlemen's caps." As a specimen of a letter written by one of the pupils, we append the following :

"DEAR PAPA :—It is a great pleasure to write to you. I am well, and hope you are well also. The weather is just lovely to-day. We are being examined by our teacher, and I hope we shall be successful. I have tried to learn all I could, and so I feel happy. I am sorry you are going to Baltimore, as I will not be able to see you soon. With much love,

Your affectionate daughter."

The girls in this class were bright, and showed the results of careful and systematic training.

Third Class.

The instructor of this class was Miss Josephine L. Ensign, who had under her care twenty pupils of six years' standing. Their text books had been Parley's Universal History; Mitchell's Primary Geography; Foster's Story of the Bible; arithmetic as far as United States Money; drawing; penmanship; lip-reading; and articulation. They had received lessons in language an hour daily, and had had frequent exercises in dictation. The following specimens are selected at random from among the examination papers. "How large is Europe compared with the United States?" "Europe is considered the third quarter of the globe. It is the smallest in extent, being about one-fourth as large as Asia, and one-third as large as Africa, and about one-third as large as the whole United States." "What can you say of Greece?" "It is a small strip of land extending into the Mediterranean Sea, and lies almost exactly east of New York at a distance of five thousand miles." Being directed to give a description of Diogenes, the following was written by one young girl: "Diogenes was a queer old fellow, whose idea was that the fewer enjoyments a man had, the happier he ought to be. He used to go about in shabby clothes and sleep in a great tub. One day Alexander the Great found him mending his tub, and asked Diogenes if he could do anything for him. 'Yes,' said the philosopher gruffly, 'get out of my sunshine.' Diogenes was evidently not a polite man." Altogether these pupils made a very favorable showing, reflecting credit upon themselves and their teacher.

Second Class.

In this class there were nineteen young girls, under the instruction of Miss Ida Montgomery, all of whom were present at the examination. They had a standing of seven years, and had pursued and were accordingly examined in the following studies: History of the United States; geography; arithmetic; the Bible; hymns and national songs; proverbs; and stories. In the last mentioned branch, they had been drilled in the translation of stories from poetry and signs into prose composition, and exhibited ease and facility in this line of writing. At the examination, the class showed that they comprehended the subjects they had studied. The questions in geography brought forth some interesting answers. For instance, in response to "What can you say

of the Grampians?" One wrote: "The Grampians are a range of hills in Scotland, which is a mountainous though beautiful country. Edinburgh is the capital, and there are many beautiful palaces there. Glasgow is the largest city. The people are industrious, moral and well educated, and are also thrifty. Robert Bruce and Sir Walter Scott lived there, as well as Robert Burns." Questions in United States History were equally well answered, the cause of the Revolutionary War being thus described: "The cause was that England wanted to get money from the Americans by taxation. When the king and his ministers found that the Americans were becoming numerous and prosperous, they determined to tax them, but would not allow American representatives in the English Parliament. The Americans refused to pay taxes, and war ensued." The examination papers of these girls were equal to any that could be expected from hearing scholars of the same age, and entitle the class and the teacher to the most favorable commendation.

First Class.

The first class of the female department contained fourteen pupils of eight years' standing, who were taught by Miss Josephine L. Ensign. In their course of studies were embraced Anderson's History of England, Swinton's Grammar School Geography, Foster's Story of the Bible, Peet's Grammatical Analysis; arithmetic, through fractions: model letters; penmanship; lip-reading; and drawing. The language exercises, in which the class were daily drilled, were given in connection with grammatical symbols, to which an hour was devoted each day. The examination papers of these pupils formed interesting reading. Their dialogues and other specimens of composition are worthy of mention. The character of Henry VII was thus described: "When young, he was remarkable for his personal beauty, his affability and ease of address, and he was accomplished both in mind and body. He married his brother Arthur's widow, to whom he had been betrothed since his eleventh year." The revival of learning was described in the following language: "The revival of learning, principally the study of the classics, constituted a remarkable feature of the Elizabethian period. Erasmus, a native of Holland, who was a professor of Greek in Oxford University, did much toward the attainment of this result." The work done by these pupils, showed that the teacher had been zealous in the instruction of her charges.

Lip-Reading.

As will be seen by reference to the schedule, instruction in this branch was given by nine of the teachers, and two assistants, the whole number of pupils thus taught being 331, of whom 319 were present at the examination. They had been taught an hour each day in Dr. Peet's

Phonic Alphabet, and when sufficiently advanced were required to distinguish simple sentences combining the alphabetic sounds. The examinations were conducted by Dr. Peet, assisted by Professors Currier and Clarke, and in the various classes, the results showed that the work of instruction had been careful and thorough, the pupils, as a rule, displaying remarkable proficiency in reading the lips.

Aural Development.

The system of instruction in vogue under this heading, has been under the special care of Professor Currier and three lady assistants, the number of pupils taught being 56. As an aid in the education of the ear, Currier's Conical Conversation Tubes were used, and proved of great service in aiding the pupils to distinguish sounds. The examinations were interesting and in the highest degree satisfactory.

Art.

The examination of the work performed by the pupils in this department, under Madame Le Prince, was conducted by Mr. J. H. Beard, N. A., President of the National Academy, and Mr. Arthur Lumley, of the New York *Graphic*, whose report is appended.

“STUDIO, 1800 BROADWAY, NEW YORK, June 22, 1885.

“*To the Committee of Instruction, New York Institution for the Deaf and Dumb.*”

“GENTLEMEN: We have inspected the work done during the year 1884-85 in the Elementary Department and working studios at the Institution, and find the progress shown by the pupils' works has been both rapid and thorough.

“The system of working exclusively from the object in the Elementary Department entails a very heavy task on the teachers, but it is the only one founded upon right principles. It develops the power of sight to the true proportion of surrounding objects, and the rapid and accurate understanding of form and size absolutely necessary not only to the artist, but almost any profession or avocation in which the *intelligence of the eye* is required.

“The rapid and spirited time-sketching on slates, executed by your pupils in our presence, is the direct outcome of their excellent training.

“In the working studios, the modelling in clay and wood-carving, the designing for tapestry and ceramic decoration, the decorating over glaze and enamel work on tiles, trays and plaques, seem to us well chosen and calculated to open to your pupils those avocations, closely connected with art, for which their remarkable keenness of sight indicates a natural outlet; a skilled kind of labor for which the rapid and constant development of the decorative arts all over our country, insures honorable and lucrative employment to those qualified.

“We have also been favorably impressed with the excellent arrangements and conveniences as well as the cheerfulness of the studios and work-rooms, and we think no little credit is due to your able and energetic teachers, Prof. and Madame Le Prince, for having established and set to work in so short a time an art department of such importance.

“On the whole, we have been deeply interested by all we have seen during our

visit, and we desire to express our best wishes for the continued growing success of your young and vigorous Art Department.

"J. H. BEARD, N. A.,

"ARTHUR LUMLEY."

SPECIAL COLLEGE PREPARATORY CLASS.

The College Preparatory Class consisted of two of the most advanced members of the High Class, John H. Geary and John C. Miller. They were under the tuition of Mr. Thomas F. Fox, and had pursued a special course preparatory to admission to the National Deaf-Mute College. Their curriculum included Berard's History of England to the end of the reign of Henry VIII, Kerl's Common School Grammar, Harper's Political Geography, Wells' Natural Philosophy, Higginson's History of the United States, Eaton's Common School Grammar,—all of which they had completed and reviewed. They were also required to write compositions weekly. Their examinations were thorough in every respect and the results were a brilliant showing for both young men, one of whom received perfect marks in three subjects. In English grammar, besides giving a number of definitions, the following with other sentences was correctly parsed: "Such, alas ! is the fate of foolish ambition." Below is given a specimen problem with the answer, as worked out by one of the young men. "A ladder 30 feet long rests on the ground 12 feet from the side of a house, and its top reaches a window. How high is the window ?

"The ladder, 30 feet long, resting on the ground and reaching to the window may be considered as the hypotenuse of a right-angled triangle, of which the distance to the house from the foot of the ladder—viz., 12 feet—is the base, and the perpendicular, the length of which is to be found, is the distance from the ground to the window. Now, it has been proved by geometry that the square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other two sides. Of course, if the hypotenuse and one of the sides are known, the remaining side can be found by subtracting the square of the given side from the square of the hypotenuse, which will give the square of the remaining side, the square root of which will be the length of the side.

The square of 30, the hypotenuse, is,	. . . . .	900
Subtracting from this the square of 12,	. . . . .	144

We have, 756
the square root of which is 27.49 feet, the height of the window."

This is but a specimen of the work done. In all the studies, the answers were original, showing ability of thought and power of reasoning. These young men passed an excellent examination in every detail, and their papers are worthy of special notice.

In addition to the above mentioned, the graduating members of the High Class were subject to a competitive examination to determine the question of their diplomas, the gold medal and the Harriet Stoner Testimonial.

THE BACCALAUREATE SERMON.

On the afternoon of Sunday, June 21, there was a large audience of pupils, graduates and visiting strangers present in the chapel, when the exercises of closing week were formally opened with a sermon by the Principal, designed to correspond with what is known in our American colleges as the baccalaureate sermon.

The following is the written portion of his discourse, purposely condensed so as to admit of thorough amplification by signs.

JOSHUA 1:11.

“ Within three days ye shall pass over this Jordan, to go in to possess the land which the Lord your God giveth you, to possess it.”

“ This announcement was one of the most interesting and important that had been made to God’s chosen people since the day when Moses led them out of Egypt.

“ For forty years, they had been in the school of the wilderness, receiving, from the great schoolmaster, that instruction which was to prepare them for a new and untried life,—a life that was to make them a nation, a life in which every man was to have a home of his own, in a land flowing with milk and honey, and full of promise to every one who should practice the principles which he had been taught. And, now that Moses had finished his work, and given up the reins of authority to one who was to exercise over them a control adapted not to childhood, but to manhood, the new government was in three days to have full force over them.

“ Such is the announcement that is now made to many of you. Within three days, the waters of the Jordan which separates the School from the State, are to be rolled back like the scroll on which is inscribed the commendation of this Institution to its graduates, while the waters below are to flow away, allowing you to pass, without impediment of any kind, to that comparative freedom and personal responsibility which await you in the world.

“ You are no longer children. Your school days are about to be ended. Hitherto, like the Israelites of old, you have been the objects of peculiar care. All your steps have been directed for you. You have been fed and clothed, and shielded from all the troubles and anxieties of life. Your health has been looked after, and you have increased in stature and in strength. Day after day, kind teachers have given you instruction. From a darkness like that of heathen Egypt, you have been brought to a knowledge of the true God and of the Saviour whom

He hath sent. From a bondage worse than that under which the children of Israel groaned for upwards of 400 years, you have been freed, by learning your rights and by obtaining a language in which you can defend them. You are no longer at the mercy of those who might take advantage of your ignorance and compel you to perform unpaid service. You have had opened to you the treasures of all books. You have been taught to reproduce, in artistic pictures, the visions which, in the deep silence of your deafness, continually present themselves to your minds, and you have each of you learned a handicraft which will enable most of you, not only to earn your own living, but also to take upon yourselves the responsibility of relieving the State from the care of those unfortunates among you who are carried wounded to the rear in the great battle of life.

"Preparation is finished. Action must begin. What is your purpose in life ?

"I trust it may be—

- "1. To be honest, in every sense of that noble word—honest in conversation, honest in intention, honest in promises, honest in action, honest in business, honest in every kind of dealing—whether toward God or toward man—honest without hypocrisy, or pretence, or untruthfulness, or vanity, or any form of fraud or deception ; so honest that only the dishonest can suspect you.
- "2. To be energetic and industrious. "Do with thy might," says the apostle, "whatever thy hand findeth to do."
- "3. To be systematic—doing every thing in its proper order.
- "4. To be benevolent—loving thy neighbor as thyself.
- "5. To be studious. Lay out a course of reading, and every day read a portion of some good book. It is wonderful how much of language and of knowledge any one can acquire by thus reading every day.
- "6. To be skillful in the use of written words. *Nulla dies sine linea*—no day without a line—was the motto of a great Latin author and it is a motto that will enable you to keep up that which is most difficult for one who has never heard a spoken word, an idiomatic, easy, and correct style of writing.
- "7. To be devout—loving the Lord thy God with all thy heart and soul and strength. Read a portion of Scripture every day. Offer daily prayer and praise at the throne of grace. Attend public worship every Sabbath, and if you have no kind friend to show you what is going on, make the church a holy place where you shall worship and meditate in sympathy with the true christians present in the congregation.
- "8. To be filial. Love your parents and honor them. Try to add to their happiness. Never throw off their claim upon you. But

above all, be filial to God. Look up to Him as to a father. Ask Him for the help of the Holy Spirit to enlighten your minds, to purify your hearts, and to give you strength to perform every duty.

“9. To be loyal;—loyal to the Institution where you have received your education, always seeking to promote her welfare; loyal to your country, as good, faithful, law-abiding, patriotic citizens, ready to die, if need be, in her defence; loyal to your Lord and Saviour Jesus Christ, to whom be glory both now and forever. Amen.”

PLANTING THE CLASS IVY.

According to a time-honored custom, the evening prior to Commencement Day was devoted to the planting of the Class Ivy. The members of the graduating class assembled on the Institution lawn, and in the presence of a large audience the ivy was planted. Mr. John C. Miller, the class orator, was then introduced by the Principal, and spoke as follows :

“*Fellow Pupils* :—To-day being the last day of the school session, we are assembled to perform the time-honored rite—the planting of the ivy. It is hard to realize that it has been a year since the class of '84 planted its ivy and that our turn has now arrived.

“The ivy just planted represents the beginning of our lives at the point of departure from our *Alma Mater*. We should not regard the planting of the ivy as a mere form, but as an emblematic expression of the thoughts naturally suggested by the contemplation of the new life we are about to enter.

“The ivy was rooted in a nursery. It gained growth and strength by the care of the florist, who defended it from the frosts of winter and the heats of summer, who watered it, pruned it, cleansed it and brought it to a point where it may be safely planted out of doors and left to make its own way upward.

“So this Institution has been to our minds, a nursery of knowledge. We have learned what is necessary to be successful in life. We have learned the English language, which we must use in conversation and in business. We have been taught the principles of right living, and now we can afford to go out of this Institution into the world and take care of ourselves.

“As the ivy grows upwards and reaches higher and higher as it grasps the walls against which it is planted, so we must rise from one point to another, higher and higher in the scale of life. As the growing ivy puts forth leaves and branches and adorns these walls with beauty, so should our lives exercise an increasing influence for good from day to day.

“As it shall cling to and embrace the walls, so must we cling to the

important advice we have received from our Principal and teachers during our school time.

"The time for leave taking has come, and we must say farewell. Here we together have spent many years of our life, walking arm in arm on the same grounds and breathing the same air.

"Soon we shall be scattered abroad in the world. Some may return, but others never. But whatever betide us, whether prosperity or adversity be our lot, let us never lose courage and let us remember the motto, "*Fortiter et recte*," with all courage and in all rectitude, which has been adopted by the class of '85.

"It is sad to think that the last lingering tie must be severed and we must leave our *Alma Mater* who has watched over us and protected us and brought us to this day, but in parting with her, let us determine to reflect glory and honor upon her by worthy deeds.

"Though the way of life is full of hardships, let us look upon the bright side of it, and by our character and conduct, win the respect of the world for her sake and credit."

Dr. Peet, the Principal, next followed in a few words of advice, and after him Professors F. D. Clarke and T. F. Fox spoke. On invitation of Dr. Knickerbocker, the Superintendent, the class adjourned to the Institution parlors, where a most enjoyable evening was spent in various social games and amusements.

CLOSING EXERCISES.

At half past ten o'clock in the morning of Tuesday, June 23d, the closing exercises of the examination were held in the great chapel of the Institution in the presence of the Board of Directors, of a distinguished concourse of invited guests, and of special friends of the pupils. The following programme was successfully carried, out and elicited the most decided expressions of wonder and satisfaction at what devotion and skill have been able to accomplish in behalf of the deaf and dumb.

I.—PRAYER, BY REV. DR. ORMISTON.

II.—ADDRESS BY THE PRESIDENT, HON. ERASTUS BROOKS.

III.—GENERAL REPORT ON THE EXAMINATION, by Walter H. Lewis, Esq., Chairman of the Committee appointed by the Board of Directors.

IV.—SPECIAL REPORTS ON THE EXAMINATION OF THE HIGH CLASS, by Rev. Edward L. Clark, D.D., and Rev. Thomas Gallaudet, D.D.

V.—EXERCISES BY THE PUPILS, conducted by the Principal, Isaac Lewis Peet, L.L.D.

(1) **Light and shade study** to be illustrated on the wall slates, in the course of the reading of the foregoing reports, by students in the Art Department.

(2) *Salutatory*, in signs, by John C. Miller.

(3) *Pantomimic Representation*. The Delivery of Paul and Silas from Prison, by William G. Jones.

(4) Reading of the Examination papers of James H. Caton and Richard T. Clinton, two blind deaf-mutes, and exercises with the type-writer.

(5) *Answers to questions proposed by the audience*, by

Ulysses Grant Dunn,
John Henry Geary,
William H. Rose,

May Martin,
Emily A. Wells.
Mary A. Weyant.

(6) *Oral recitation*, "Why should the spirit of Mortal be proud?" by Virginia Lovell.

(7) *Pantomimic Varieties*.

Peter Meade,
Henrietta Anderson,
May Crollius,
Maud Gibbs,

Frank Turner,
Lizzie Anderson,
Katie Gartland,
Mattie Jaycox,

Nellie Kortright.

(8) *National Song of France*, by young ladies of the High Class.

(9) *Graduating Essay*.—"General Grant," by Emily A. Wells.

(10) *Graduating Essay*.—"Mythology," by Mary A. Weyant.

(11) *Graduating Essay*.—"My School Days," by Martha J. Ray.

(12) *Graduating Essay*.—"The Hudson River," by Josephine B. Ackerman.

(13) *Oration*, "Agriculture, the best occupation for the deaf," with *Valedictory Address*, by William G. Shanks.

VI.—DISTRIBUTION, BY THE PRESIDENT, OF CERTIFICATES, DIPLOMAS and PRIZES.

VII.—DOXOLOGY, BY A CHOIR OF GIRLS.

VIII.—BENEDICTION, by Rev. Dr. H. B. Chapin.

The illustration of time drawing in black and white crayon with which the exercises of the pupils were introduced, showed a degree of talent and careful teaching which was a surprise to every one not familiar with the degree of success which has attended the operation of our department of art, and was a convincing proof of the importance

of developing an innate faculty which is especially conspicuous who depend so much on the eye for all their conceptions, and hand for their expression of thought and feeling.

The Salutatory, by John C. Miller, read from the author's script as it was delivered in signs, was as follows :

"*Ladies and Gentlemen* :—It is an honor to be permitted before you on this occasion, for it indicates that there is so much which we are able to do that you consider it worth while to see.

"It is over 1800 years since our Saviour sighed over the deaf and miraculously restored him to hearing and speech. It is but a few hundred years since his followers discovered that by an amount of patient observation and still more patient effort, hardly falling short of the miraculous, the congenitally deaf could be made to understand written word, and the consequently dumb could be made to give expression in manual signs and written symbols to the thoughts which within them burned.

"This is the natural relation between the master and the follower. The leaders of mankind are far in advance of their age. The followers of one generation are looked upon with less aversion by the next, at last the time comes when with the progress of ideas and corresponding action, they are regarded as worthy of profound respect and of careful imitation.

"Between Jesus of Nazareth and his humble and devoted follower, the Abbe de l'Epee, there was an interval of over 1600 years. If the good Abbe should re-visit earth to-day, he would find that the seed which he planted had developed into a growth as wonderful as the mustard seed which, though the least had become the greatest of all herbs, so great that the birds of the air came and nested among the branches. In the time of the Abbe de l'Epee, the deaf mute was taught to read the simplest books and to write in the French language, and he occupied the most humble position.

"To-day, we find him aspiring to rank with the learned, to contend with the enterprising, to divide honors with the successful. At the New York Institution will you find this more true than in this which the State of New York has fostered for upwards of sixty-seven years. After half a century its course has been made more and more thorough, the principles lying at the foundation of the great work have been brought into bolder and bolder relief, till now as the best illustrator and foremost champion of the combined system, it bids fair to stand on its own grounds every exponent of an exclusive system.

"I am, myself—without vanity I say it—an evidence of what can be done for one who, deaf from his infancy, is yet able to read books with facility, who has pursued a course as liberal as that given by any of the academies of the State, and who hopes to be admitted to the

which the United States Government has established for the leading graduates of the deaf-mute institutions in the several States.

"In the exercises which are to follow, you will be able to discover our course of instruction which will interest you, and if, at some future time, you are disposed to investigate the subject more closely, I am authorized to state to you that every one interested in the cause of deaf-mute education is always most cordially welcomed at this Institution.

"Meanwhile, we bespeak your appreciation and sympathy, and we trust that wherever your influence extends, you will not permit a single deaf-mute to grow up without education."

The various exhibitions of the sign-language, which were in the highest degree striking, gave a delightful variety to the proceedings, while the impromptu answers by advanced students to questions proposed by the audience showed how absolute is their mastery of the English language—a language the use of which it is a primary object of the Institution to impart.

The following graduating essays were delivered by the authors in signs, and read aloud by the Principal *pari passu*.

GRADUATING ESSAY—"GENERAL GRANT."

" 'Lives of great men all remind us,
We can make our lives sublime.' "

"When the world has produced a great man, a national hero, we all delight to honor him and recount his past deeds of valor, and consider the qualities of mind and heart that have raised him above his fellow men. To-day we have a truly great man in our midst, a national hero, a man whose individual energy and unwavering firmness in an hour of distress and danger saved our nation.

"Looking back upon his early life, we see nothing remarkable or romantic about General Ulysses S. Grant. No one ever dreamed that the "Tanner Boy" would one day lead our armies to victory. Nevertheless, there were traits in the boy that foretold the man.

"As Mrs. Stowe says, 'His mother was one of those sensible, serious women, whose households are fit nurseries for heroes,' and surely in her case, 'The hand that rocked the cradle was the hand that rocked the world.'

"At the age of 21, General Grant graduated from West Point honorably, but his companions and instructors had never perceived any indications of his great future. And throughout the Mexican War he distinguished himself for gallantry, but won no general popularity.

"In my judgment, General Grant displayed the truest, noblest, and most admirable traits of his character, when he was left behind with the women, children, and the sick in the interior of the Isthmus of

Panama. For one week, he never took off his clothes, but went about continually caring for the sick, burying the dead, and keeping the Indians in order, and all beneath a burning July sun. Many are they who can face death bravely amid companions in the roar and tumult of battle, but few can await it unflinchingly when it comes in the form of pestilence or the darts of treacherous and savage foes.

“After the war, he settled down to common life. Here he shows another admirable trait of character. Humility, blended with energy, courage, heroism and unflinching determination. Really he seemed to think ‘I have done my duty and have done no more.’ He was always happy with his wife and children in his humble house, and his happiness was undisturbed by ambition, as he toiled like the humblest farmer, little dreaming how Lachesis was spinning of gold and steel his remaining portion of the thread of life.

“When the echoes of the rebel guns, turned upon our flag at Fort Sumter, roused a nation to arms, Grant immediately offered his services. It is needless to relate how he climbed from the lowest to the topmost round of the ladder of Fame. Sufficient it is to say, he climbed steadily, resolutely, courageously, silently, laboring for his country with all his might and with all his soul, and just when the clouds appeared darkest, a ‘silver lining’ was seen. Vicksburg was taken. The people knew they had a real national hero, and that ‘the right man had come at the eleventh hour.’ The series of victories which followed only reassured them, and the hero ‘without reproach or fear’ kept on steadily and silently, until the surrender of Lee won for him everlasting laurels. Much of his success must be ascribed to his taking things calmly and to his ‘unconquerable will.’ As his wife once said, ‘Mr. Grant always was a very obstinate man.’ Here are two of the many instances which illustrate this. When told that he was surrounded at Belmont, he coolly answered, ‘Well, then, we must cut our way out,’ and cut his way out he did. At another time, in the final Richmond campaign, after fighting six days in the Wilderness, he sent a dispatch to Washington, ending with the remark (since become proverbial), ‘I intend to fight it out on this line, if it takes all summer.’

“Grant did not escape the arrows of jealousy and calumny on his road to success. Busybodies did their best to point out his faults, and one of them finding nothing else to bring against him said to Lincoln one day; ‘I assure you, Gen. Grant is a hard drinker.’ Lincoln, answered, with his ‘slow, wise smile,’ ‘I wish you would tell me exactly what he drinks. I should like to send a barrel of the same brand to all my other generals.’

“After the war, when friends and political leaders spoke to him of the Presidency, he never said anything, and never appeared to aspire to that honor. But when elected, he performed his duties, as he had

all those before imposed upon him, bearing still to himself and his country 'an honor, without stain.'

"Afterward, when all Europe, and even the far shores of India and Japan, paid tribute to him, when he was the guest of sovereigns and the foremost statesmen of Europe vied with each other in doing him honor, he was not moved to vanity, but was still our silent General. 'His was a mind not to be changed by place or time.' When at last he returned home to enjoy the fruits of his labors and the love of a grateful nation, an incurable disease marked him for its prey.

"To-day our great general lies, fanned by the breezes of Mount McGregor, patiently and silently suffering.

"He knows that—

" 'There is no armour against fate ;
Death lays his icy hands on kings—.' "

"And cheerfully awaits the end. Though his life draws to a close, his name will always remain among—

" 'The few immortal names
That were not born to die.' "

EMILY A. WELLS.

GRADUATING ESSAY—"MYTHOLOGY."

"Mythology was the primitive religion of the ancient Greeks and Romans. These people had no knowledge of God, and their ideas of the structure of the earth were very indistinct. The general belief was that the earth was a confused mass, called Chaos, and under it a realm which they called Tartarus, and that after it was given Light, one of the gods reduced Chaos to order, and divided it into mountains, rivers, and valleys.

"Greece was supposed to be in the centre of the universe.

"Prometheus was considered the creator of the human race, and it was supposed that he created man out of clay, and taught him civilization and the fine arts. He is also said to have stolen a part of the divine fire from heaven, and brought it to earth for the benefit of man. There is a story that this act was ungratefully betrayed to Jupiter by man, and that Jupiter rewarded man by giving him a preventive against old age, and this precious burden was put on the back of an ass, but was taken away by a subtle serpent, as the snake would not allow him to drink at a fountain unless something was given in payment, and so in this manner the snake obtained the gift intended for man, and was enabled to renew his youth yearly. Jupiter, as a punishment, caused Prometheus to be chained to a rock, where a vulture continually preyed upon his liver. Prometheus has become the symbol of patient endurance of unmerited oppressions.

"Pandora, according to Mythology, was the first created woman, and the cause of all the trouble in the world, as she opened a casket which had been confided to her care, containing every sort of curse and blessing, and before she could close the lid, all escaped, with the exception of Hope, so whatever ills we are obliged to suffer we have hope, which never entirely leaves us.

"These stories are founded on the traditions of the creation, and the fall of Adam and Eve, and the promise of a Redeemer.

"Jupiter was regarded as the chief of the gods. When the Grecians wished to consult or solicit the aid of any particular god, they went to an oracle, and they imagined their requests were answered in the rustling of the branches of the trees, and by many other signs. They sometimes sacrificed human beings in fulfilling vows, or to show their gratitude, or to appease the anger of some deity.

"Our better instincts and better culture, look on this worship of heathen deities with abhorrence, but these people had no Bible to guide and instruct them. Their religion was natural, and ours is revealed.

"It is said that Orpheus, "the father of song," first introduced the worship of the gods into Greece, and the idea of a future state of reward and punishment, but nothing very definite can be said about the origin of the gods. They were probably the offspring of a poet's brain, perpetuated by that blind groping after supernatural sympathy and aid which is common to all races in all times.

"Some knowledge of mythology is necessary to every one, as many of its proverbial expressions are used in poetry and prose, such as the 'Gordian Knot' 'Penelope's Web,' 'He runs on Scylla, wishing to avoid Charybdis.' Without a knowledge of the origin of these sayings and allusions, much pleasure is lost, and the full appreciation of classical writings is impossible. The legends and fables of Mythology have a peculiar charm and interest that will never cease to be a source of pleasure and instruction.

"After reading some of the stories about Apollo, Mercury, Diana, Penelope, and others, one cannot help wishing there were more such delightful flights of the imagination and fancy, and I say, with Barry Cornwall :

" 'O ye delicious fables ! where the wave
And woods were peopled, and the air with things
So lovely ! Why, ah ! why has science grave
Scattered afar your sweet imaginings ?"

MARY A. WEYANT.

GRADUATING ESSAY—"MY SCHOOL DAYS."

"It gives me much pleasure to write a few lines upon the great privi-

leges which have been granted me by this Institution to help me obtain an education

"I was but a child of two years, when I lost my hearing in consequence of sickness. Before that time I could speak a number of words, such as mamma, papa, and other endearing names.

"At the age of eight, my dear mother, with sorrow, brought me to this Institution.

"What should I have been to-day, if my parents had yielded to their desire to keep me at home, or if there had been no school like this for the instruction of the deaf and dumb.

"When I came here, our dear Principal, Dr. I. L. Peet, took charge of me as he would of one of his own children, and, in fact, I have ever since considered him a second father. I soon overcame my homesickness, and, the second day I was here, you might have seen me on the lawn flying a kite, as happy as a bird.

"I soon learned the manual alphabet and my name, and the names of common objects from the Peet Language Lessons, and, in a remarkably short time, was able to write my first letter home. My improvement gave my parents great pleasure, and I was eager to learn.

"Step by step, by God's help, after years of weary toiling, you see me as I stand before you to-day, a graduate of this Institution.

"Where can I find words to express my gratitude, first to God Almighty, and next to the State government and Board of Directors, and my dear principal and teachers?

"Oh! how my heart overflows with the thought of what I owe to this Institution.

"I can only say to all of my benefactors here assembled, how happy I shall be to greet you above in our Father's mansion. You will there be amply rewarded by the jewels in your crown, if you endure to the end. What a glorious reward to hear, 'Well done, good and faithful servant, enter thou into the joy of thy Lord.'

"I shall remember our dear Principal, Dr. Peet, in my prayers. May God bless him and prolong his days of usefulness, and may his last days be his best.

"Dear teacher, with what patience and kindness have you guided the steps of the wayward, and helped us all over the hard places, and with strong and gentle hands aided me to climb the ladder 'round by round?'

"Accept my sincerest thanks for your endeavors to lead me in the paths of wisdom.

"I say to you all, 'Farewell.' I hope the Institution will continue to be prosperous and its glory without end."

MARTHA J. RAY.

GRADUATING ESSAY—"THE HUDSON RIVER."

"The Hudson River was discovered by Henry Hudson, in the year 1609. The scenery of this river is very beautiful and picturesque. In summer, the grass and trees on its banks are of a lovely green color, and in the autumn the most vivid scarlets, sombre browns, and soft grays make the stately Palisades and high bluffs a scene of enchantment, while its waters sparkle in the bright sunshine.

"Though not a long river, the Hudson is one of the most celebrated streams of the world.

"At sunset we frequently gaze at the sun as it disappears behind the Palisades, leaving behind it a long trail of glory. The clouds are of many beautiful colors, and look as if they were painted by the hand of some famous artist. The hand of God created it all. As the steamboats pass up and down the Hudson River, it is a pleasant sight to watch them. If I were an artist, I would like to become a landscape painter, for I am a passionate lover of nature. I do not think that if I lived in Europe or Asia, or in some far country where I could never see the noble Hudson River again, I would feel as contented as I am now, yet I would no doubt love my home wherever it might be, for 'Home is the dearest place in the whole world.'"

JOSIE B. ACKERMAN.

The exercises of the pupils were brought to a close by William G. Shanks, who delivered, by signs, the following oration on "Agriculture—the Best Employment for the Deaf," and, by oral speech, the valedictory address appended thereunto. He was assisted by the Principal, who alternately translated his signs into speech for the benefit of the hearing, and his speech into signs for the benefit of the deaf.

"AGRICULTURE, THE BEST EMPLOYMENT FOR THE DEAF,"

WITH A VALEDICTORY ADDRESS.

"We are told in the Holy Scripture that agriculture is the oldest occupation of man. Adam was the first gardener, and from his creation until the present time, men have tilled the soil. It is the most important of all pursuits, for without it all others would perish. Man, it is true, can live by the chase, in a savage state; and in a little better condition, by the aid of flocks and herds; but to maintain himself in comfort, he must cultivate the soil.

"In the sacred record, Cain appears as a tiller of the soil, and Abel as a tender of flocks, showing that these two occupations were among the first undertaken by man. The early civilization of the Egyptians is undoubtedly due to the great fertility of their soil. From Egypt a knowledge of agriculture first spread, and was followed by civilization.

"Agriculture in the United States previous to the present century, needs only a passing notice. It was hindered in its growth by many things :—the dense forests, the hostile Indians, the savage beasts, the distance from market, etc. Now, owing to the bounty of a loving God in blessing us with a fertile soil and a genial climate, and to the skill and perseverance of her children in inventing labor-saving machinery, our country is foremost in every branch of farming, and nowhere on the earth is the labor of the farmer better rewarded.

"Much of the progress is due to the fact that during the last hundred years, schools and colleges for technical education in the work of the farm have become popular. The first Institution of this kind was founded in France, under the charge of the Abbe Rosier. His plan was to instruct the sons of farmers in all things that would be useful to them in managing their own farms, both by books, and by actual work in the fields.

"This system was soon adopted in the United States, and agricultural colleges, manual labor schools, and departments of agriculture, sprang up in every direction. Printing, that great distributor of knowledge, also helped to raise the standard of agriculture in the United States. Formerly, farmers did not read. If one discovered a new system of work, or a new implement or machine, the knowledge of it spread very slowly among them. Now, agriculture has a literature of its own. Books, magazines and newspapers, are printed especially for farmers, and treat of nothing but subjects connected with farming, discussing the best way to do all the thousand and one things that must be done on a farm.

"To the deaf-mutes of America, farming opens a career found in no other pursuit. Here he can earn an honest living, in a manly, health-giving way. In no other pursuit will he be so little harassed by his deafness. His corn will flourish, his fruit ripen, his cattle increase and his flocks thrive, as well as those of his hearing brother. In this great land of liberty, he may look forward to the time when by industry and self-denial he can own the land he tills, and feel himself the equal of all his neighbors. He may hope to be the very best workman of his country, like the farmer of whom Lowell wrote :

"'He was six foot of man, A 1,
Clean grit and human natur',
None couldn't quicker pitch a ton,
Nor dror a furrer straighter.'

"There has been much talk of an agricultural school or model farm for deaf-mutes ; a school where the young could be taught farming by practical experience, and a refuge where those unfortunates who lose their places in dull times could go and feel that their labor was always an equivalent for food and shelter, till the brighter days dawned upon

them. This scheme has already been started in connection with the Home for Aged and Infirm Deaf-Mutes, and at the instance of our Principal, a subscription has been inaugurated calling for \$30,000 to procure a properly equipped farm and buildings.

“There is no doubt that this scheme will be of much practical benefit, and when once fairly established will be self-sustaining, sending out from its gates, men and women who will be an honor to its teaching, and a benefit to every place where duty calls them. May God move the hearts of benevolent persons to aid the noble work.

“*Honorable Gentlemen of the Board of Directors* :—When we think of all that has been done for us here, how we came to these walls little better than beasts, not knowing even that we had souls to be saved, how we have been led along the path of learning, until, at last, we stand on the threshold of the great world with the golden key of knowledge in our hands, and remember that it is to you that we owe it all, words fail us, and we can only tell you of our gratitude, and determine to show it in our future lives. In the name of the class of '85, I bid you all farewell, and pray God to shower upon you His choicest blessing, and to record your names above in that bright list of those ‘who love their fellow men.’ Farewell.

“*To the Principal, Professors and Teachers* :—Sad, indeed, is the task of bidding you all farewell; the bond that unites the teacher and pupil is always one of the most sacred, but when the task of teaching is beset with unusual difficulties, the tie becomes stronger still. For years, you have labored with endless patience to lead us to light. Now, we who have followed you so long must guide ourselves. No doubt, again and again, when difficulties arise in our paths, we shall miss the kindness with which you smoothed them away, or the firmness with which you made us surmount them, but, armed with the knowledge, and supported with the principles you have given us, we hope for success. Long may you be spared to continue pointing out the road of honor, truthfulness, and religion to future classes. You may have brighter students than the class of '85, but never more grateful ones, and when your work is over, may the Great Teacher reward your labors as they cannot be rewarded in this world. Farewell.

“*To the Superintendent and Officers of the Administrative and Industrial Departments* :—For your untiring zeal in our behalf, we thank you most sincerely. You have nursed us in our sickness, cheered us in our sorrows, and smiled on us in our pleasures. To your care we owe more than we can ever repay. While our teachers have trained our hearts and minds, you have given us habits of industry, cheerfulness and politeness. To-day we bid you all farewell, each of us with a cunning hand, that in the future can win for us our daily bread. Farewell.

*“ Graduating Classmates:—*Thus far on life’s pathway we have journeyed hand in hand. Boys and girls together we have shared the labors and pleasures of old Fanwood. Now, as we stand and look back upon our school life, how the joys and pleasures grow and stand out bright and clear, and the troubles and cares seem small and childish.

“To-day is a great day for us. Till now, we have been children. After this, we must be men and women. Childhood, with its joys, is behind us. Life, with its realities, is before. Thus far, the world has made allowance for our faults, and judged our shortcomings mercifully. Hereafter, we can claim no such kindness. What others have done for us has been done, fully and faithfully done, and now we must be up and doing. Always remembering our dear old Fanwood, let us never be guilty of a thought, a word, or a deed, that will call a blush to the cheek of any of the kind friends who will watch our course through life from these sheltering walls, but on the contrary—

*“ ‘ Walk calm and proud, nor fear the ills
The future hides from sight,
But bravely meet them when they come,
And battle for the right.’ ”—Farewell.*

W. G. SHANKS.

The following reports, though read immediately after the eloquent address with which Hon. Erastus Brooks, the President of the Board of Directors, opened the exercises of the occasion, are here introduced as fitting close of our account of the interesting week, which terminated the academic year of the Institution.

REPORT ON THE EXAMINATION OF THE MALE DIVISION OF THE HIGH CLASS.

On June 17th, I spent the day in the examination of the boys of the High Class. The greater part of the examination was in writing, answer to questions prepared by their teacher, Prof. F. D. Clarke ; and the ready answers given to the many questions proposed, both in signs and writing, by your examiner, showed that the class were perfectly able to answer any questions on the subjects taught.

The course of study for the last year, was part of the course required for admission into the National College for Deaf-Mutes at Washington, and all the members of the class passed a very satisfactory examination. In addition, there were exercises in composition, and impromptu answers to questions on the events and men of the day ; which showed that the mental development of the class has reached a very high standard. At this point in the examination, the examiner told the class to ask him questions. All of them took this as a joke, and some of the questions asked showed a great deal of shrewdness :—

One asked : " Which is the heavier ; a pound of feathers or a pound of gold ? " When he was told that they weighed the same ; he replied : " No, indeed they do not ; gold is weighed by Troy Weight, and there are only twelve ounces in a pound, but feathers are weighed by Avoirdupois Weight, and there are sixteen ounces in a pound."

Altogether, the examination was one that both teacher and pupils may well be proud of.

I append a few extracts from some of the papers, showing the style of compositions.

THOMAS GALLAUDET.

" PERSEVERANCE," BY JAMES B. LOYD.

" Men often meet with misfortune and bad luck. If they repine and give up, they lose their power to overcome them.

" Audubon was a famous naturalist ; that is to say, a man who studies the habits and structure of animals. He lived in this country, and spent years in collecting birds, and making drawings of them. When his collection numbered thousands, it was destroyed by fire. Most men would have been utterly discouraged ; but he only labored harder. He worked day and night until his collection was better than it had been before ; and his beautiful book on the ' Birds of America,' is the finest book of its kind in the world. * * * * *

" From these instances, I conclude that perseverance is the noblest quality a man can have. I have heard it said, that genius is only ' good judgment and infinite perseverance ' "

" OUR STUDIES," BY JOHN C. MILLER.

" Our studies for this season embrace the History of England, the History of the United States, Physical Geography, Political Geography, arithmetic, English Grammar, Natural Philosophy, etc.

" Study, I should call the exercise of the mind. Even if the thing studied is of no use, the study itself strengthens the mind, just as exercise, that is of no use in itself, strengthens the body.

" But, our course is so well chosen that our studies not only strengthen our minds, but give us useful information at the same time."

" DUTY," BY STANLEY ROBINSON.

" Duty is of two kinds,—Duty to God, and Duty to man. The first is learned from the Bible, which teaches us what we must do to gain eternal life ; the second is taught us by the Bible also, and by the laws of the land.

" If a man lives so that his conscience does not reprove him, and does not violate the laws of the country, he will probably get a large

reward in this world, and if he believes on Jesus, he will be sure of an everlasting reward hereafter.

"We cannot have a better motto than,—'Duty first, and pleasure afterwards.'"

REPORT ON THE EXAMINATION OF THE FEMALE DIVISION
OF THE HIGH CLASS.

"ISAAC L. PEET, LL.D. :

MY DEAR SIR :—I had the pleasure, June 17th, of examining the High Class in the Female Department, under the care of Miss Ida Montgomery.

"The studies which passed in review were : English history, Geography, Grammar, Mythology, passages of Scripture, National Songs, and composition.

"From first to last, there was an entire absence of that formality which suggests an effort of the memory, rather than the use of the thinking faculty. Information had evidently been assimilated. The *kings* and *queens* were *subjects* of criticism. The heroes of Mythology were principles personified. For example, Queen Elizabeth lacked delicacy as clearly as she possessed vanity, and had a force in spite of both which carried her nobly through her part. The Furies were the avenging conscience.

"In writing a story, which was not previously known, not one of the young ladies failed to express the point, although the shading and detail varied with the temperament of each. The original remarks, which were added to the story, illustrated that habit of getting behind the form and analyzing the principle, which must be the fruit of true education.

"The ease with which the work was done, and the grace of diction, was a matter of great surprise. Although the subjects were selected by me from a wide range, and given by separate cards, there seemed little hesitation and not one failure. For the greater part, the style was singularly limpid and sparkling. It seemed to be a pleasure to work. I could not help feeling that there must have been a wide range of instruction which days of examination could not exhaust, through which these observing, happy pupils had journeyed during the past year.

"I cannot close without congratulating you and the Institution, upon the services of so inspiring and careful a teacher. I am constantly reminded as I think of her work, of the phrase "sweetness and light." The reflection of this class was an inspiration itself, to be at the same time happy and studious.

"I am, with a profound sense of the value of your work of philanthropy and christianity,

"Your obedient servant,

"EDWARD L. CLARK."

"29 West 130th Street, June 20, 1885."

As the crowning act of the Closing Exercises, certificates, diplomas and prizes were conferred by the President, in accordance with the following—

PREAMBLE AND RESOLUTIONS,

recommended by the Committee, and adopted by the Board at a special meeting, held June 23, 1885.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz:—

Charles Barger,
Henry Beyer,
Henry B. Broad,
Isaac Brockman,
Daniel H. Brown,
John F. Chinery,
Arthur W. Coulter,
Jeremiah Drum,
William F. Durian,
Sidney Edwards,
Michael Egan,
George Friess,
Tilson W. Haight,
Frank M. Houck,
George Hamm,
Philip Johnson,
John Koffer,
Max Miller,
Peter Mitchell, Jr.,
William J. Pitt,
John Quigg,
Frederic T. Storm,
Joseph Toohey,
Richard R. Tweed,

Ira W. Tyler,
Frank Wankowski,
William Watkins, Jr.,
William W. Watson,
Edmund R. Wormer,
Catherine Aird,
Amelia Antusch,
Cora J. Beesmer,
Agnes Craig,
Lillie Davenport,
Ella M. Frantz,
Eva Freeholder,
Martha Hasty,
Matilda Hitz,
Catherine Keefe,
Mary A. Kelly,
Catherine Kilroy,
Mary A. Lewis,
Mary Long,
Mary Nicholson,
Sarah A. Porter,
May F. Quevedo,
Ella F. Taylor,
Jeneva Tyrell,

who have completed, or within the coming academical year, will com-

plete the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

Resolved, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, from and after the expiration of their several terms, agreeably to the existing provisions of law.

Resolved, That

Seymour A. Berray,
George T. Fisher,
Frank Jourdan,
John W. Lyons,

George T. Weller,
Louis G. Smith,
Mary F. Goreth,
Josephine Lang,

Adelia L. Wolcott,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class.

Resolved, That the following named pupils, the term of whose appointment has expired, or during the coming year will expire, be and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction—

William Donohue, Jr., for one year ;

Maria Croak, for 4 months and 20 days ; to make up time lost by reason of absence from the Institution.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship and character be given to the following named pupils, who have successfully completed a course of five years' instruction: viz. :—

Charles Barger,
Henry Beyer,
Henry B. Broad,
Isaac Brockman,
Daniel H. Brown,
John F. Chinery,
Arthur W. Coulter,
Jeremiah Drum,
William F. Durian,
Sidney Edwards,
Michael Egan,
George Friess,
Tilson W. Haight,
Frank M. Houck,

Ira W. Tyler,
Frank Wankowski,
William Watkins, Jr.,
William W. Watson,
Edmund R. Wormer,
Catherine Aird,
Amelia Antusch,
Cora J. Beesmer,
Agnes Craig,
Lillie Davenport,
Ella M. Frantz,
Eva Freeholder,
Martha Hasty,
Matilda Hitz,

George Hamm,
Philip Johnson,
John Koffer,
Max Miller,
Peter Mitchell, Jr.,
William J. Pitt,
John Quigg,
Frederic T. Storm,
Joseph Toohey,
Richard R. Tweed,

Catherine Keefe,
Mary A. Kelly,
Catherine Kilroy,
Mary A. Lewia,
Mary Long,
Mary Nicholson,
Sarah A. Porter,
May F. Quevedo,
Ella F. Taylor,
Jeneva Tyrell.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz. :—

Seymour A. Berray,
Michael Bauer,
Richard T. Clinton,
William Enz,
George T. Fisher,
Joseph Glosque, Jr.,
Herbert H. Henriques,
Frank Jourdan,
John W. Lyons,

William Morris,
Frederick Rudolph,
Louis G. Smith,
George VanDegrift,
George T. Weller,
Cora B. Flint,
Mary F. Goreth,
Josephine Lang,
Adelia L. Wolcott.

Resolved, That a diploma be awarded to Sophia Reese, for a modified course of supplementary study.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz. :—

John C. Miller,
William G. Shanks,
Josephine B. Ackerman,

Martha J. Ray,
Emily A. Wells,
Mary A. Weyant.

Resolved, That the Cary Testimonial be awarded to George T. Weller, for superiority in scholarship and character.

Resolved, That the Frizzell Prize, for praiseworthy effort and successful attainment in the intermediate course, be awarded to William F. Durian.

Resolved, That, from the interest of the bequest made to the Institution by the late Madame Jumel, the following prizes be awarded in the department of art :—

1. *For general excellence in drawing, painting, modelling, time and pen and ink sketching* :—In the boys' studio, 1st prize, Charles T. Thompson ; 2d prize, Frank Avens ; and, in the girls' studio, 1st prize, Emily Wells ; 2d prize, May Martin.

2. *For ceramic painting, overglaze*:—1st prize, Frances C. Hawkins ; 2d prize, Caroline Peterson.

3. *For ceramic outlining, gilding and enamelling*:—1st prize, Georgie Decker ; 2d prize, Rachel Gantz.

4. *For modelling and carving*:—1st prize, George W. Wormeth ; 2d prize, Hannah Thurston ; 3d prize, Herbert H. Henriques.

5. *For perseverance and progress during the year*:—1st prize, Amelia Antusch ; 2d prize, Annie E. Austin.

6. *For pen and ink sketching*:—Equal prizes, William F. Durian and Frances C. Hawkins.

Resolved, That the monitorial prizes for order and management, offered by Madame LePrince, be awarded to Katie Hunt and Daisy Hollister.

Resolved, That the prizes offered by the Principal for "time sketching on slates," be awarded to Emily A. Wells and Frank Avens.

Resolved, That certificates of special approbation for proficiency in drawing, in the weekly exercises, be awarded to the following named pupils, representing each of the classes :

William G. Shanks, Frank Jourdan, G. W. Miller, F. Wankowski, Charles Pechette, A. Michaelis, D. Cunningham, Joseph Goreth, E. McKerahan, P. Fogerty, Mary F. Goreth, Bertha Vogel, C. Kaiser, Annie L. Waidler, M. Donoho, Lorena Conklin, R. Lavandoska.

Resolved, That special mention be made of class I., Female department for greatest quantity and best quality of work.

Resolved, That the Demilt prize, for character and scholarship, be awarded to Mary A. Weyant.

Resolved, That the Dennistoun prize, for superiority in English composition, be awarded to Emily A. Wells.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation shall be found to have attained the highest comparative excellence in character and study, be awarded to John C. Miller.

Resolved, That the Holbrook gold medal, for highest excellence in all the studies pursued in the High Class, be awarded to William G. Shanks.

All of which is respectfully submitted.

WALTER H. LEWIS,
DAVID S. EGGLESTON,
HEWLETT SCUDDER,
E. M. TOWNSEND,
THOMAS GALLAUDET.

APPENDIX.

TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September, and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at any time, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Applications regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected

and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence, town, county, State.
3. When was he [*or she*] born ?
4. Where was he born ?
5. Was he born deaf ?
6. At what age was hearing lost ?
7. By what disease or accident did he become deaf ?
8. Is the above the physician's opinion ?
9. Is the deafness total or partial ?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result ?
11. Have any attempts been made to communicate instruction ?
12. Is there any ability to articulate or read the lips ?
13. Is he cleanly or otherwise in habits ?
14. Has he any acute disease or received any bodily injury ?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?
16. Has he shown any signs of mental imbecility, idiocy, or insanity ?
17. Has he ever used ardent spirits, opium or tobacco ?

18. Has he ever been vaccinated or had the small pox?
19. Has he had the scarlet fever?
20. Has he had the measles?
21. Has he had the mumps?
22. Has he had the whooping cough?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?
24. Are there any other cases of deafness in the family, among relatives or ancestors?
25. What is the name of the father?
26. Where was he born?
27. What is the name of the mother?
28. Where was she born?
29. What is the name and post-office address of the correspondent?
30. What is the occupation of the father?
31. Have either of the parents died?
32. Has a second connection been formed by marriage?
33. Where the parents related before marriage—*e.g.*, cousins?
34. What are the names and ages of their children?
35. What is the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?
36. Has he any special mark or peculiarity of appearance?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given?

By order of the Board of Directors.

ERASTUS BROOKS,

President.

THATCHER M. ADAMS.

Secretary.

LAWS AND BLANK FORMS.

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."

PASSED, APRIL 29, 1875.

The people of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institutions to which a child

has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An Act to provide for the care and education of deaf-mutes").

Passed, April 29, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz. : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction*. The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title

shall be designated State pupils, and all the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, }
County of , } ss.:

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

CERTIFICATE.

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, }
County of , } ss.:

I have this day selected.....of the town of.....county of....., son [or daughter] ofwho was born on the.....day of18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of18 , to the.....day of18 , (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county of.....in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }
..... of the town of
..... }

Dated.....18 .

FORM OF APPLICATION.

It is sent to the Superintendent of Public Instruction, Albany, in case of candidates for admission twelve years of age and over.

The undersigned..... of the town of..... in the county of do hereby certify that..... of said town, is deaf and dumb. The said..... was..... years of age on the.... day of18 ; is of good moral character, free from disease, and possesses intellectual faculties capable of instruction.

The names of the parents of the said..... are.....; and the said parents have resided in the State for the last three years. They respectfully apply for the appointment of said..... as a State pupil in the New York Institution for the Instruction of the Deaf and Dumb; and I would recommend the application to the favorable consideration of the Superintendent of Public Instruction. The parents are unable to provide the said..... with clothing.*

Dated.....18 .

..... }
 } *of the town of*
 }

To the Superintendent of Public Instruction, Albany.

* In case the parents are able to provide clothing, the above sentence should be erased.

FORM OF BOND.

Know all men by these presents, that we.....of
in the county of.....and State
 of....., and.....of.....
 in the county of.....and State of.....are
 held and firmly bound unto....., the treasurer of the New
 York Institution for the Instruction of the Deaf and Dumb, and his
 successors in office in the sum of.....dollars, for
 which payment, well and truly to be made, we bind ourselves, our
 heirs, executors, and administrators, jointly and severally, firmly by
 these presents.

Sealed with our seals. Dated at.....this.....
 day of.....A. D....

Whereas.....of.....in the county
 of.....and State of.....has
 been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if
 the above named obligors shall well and truly pay, during the con-
 tinuance of the said....., as such pupil, the sum of
 three hundred dollars per annum for....board and tuition, semi-
 annually in advance, and shall also pay in advance the sum of fifty
 dollars a year for clothing, and shall also pay on demand all sums
 charged to the account of said.....for money or necessary
 articles furnished to said.....; and shall also pay interest
 on each bill, from and after the time it shall become due, then this
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }
 presence of }

..... [L. S.]
 [L. S.]

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue, Kingsbridge Road and One Hundred and Sixty-Third street, about nine miles from the City Hall.

The Institution can be reached by the following lines of public conveyances.

By the Sixth or Ninth Avenue Elevated railroads to One Hundred and Fifty-Fifth street.

By all Elevated railroads to Harlem, and thence by crosstown railroad on One Hundred and Twenty-Fifth street, and Cable Road to One Hundred and Sixty-Third street on Tenth Avenue.

PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

FORM OF BEQUEST.

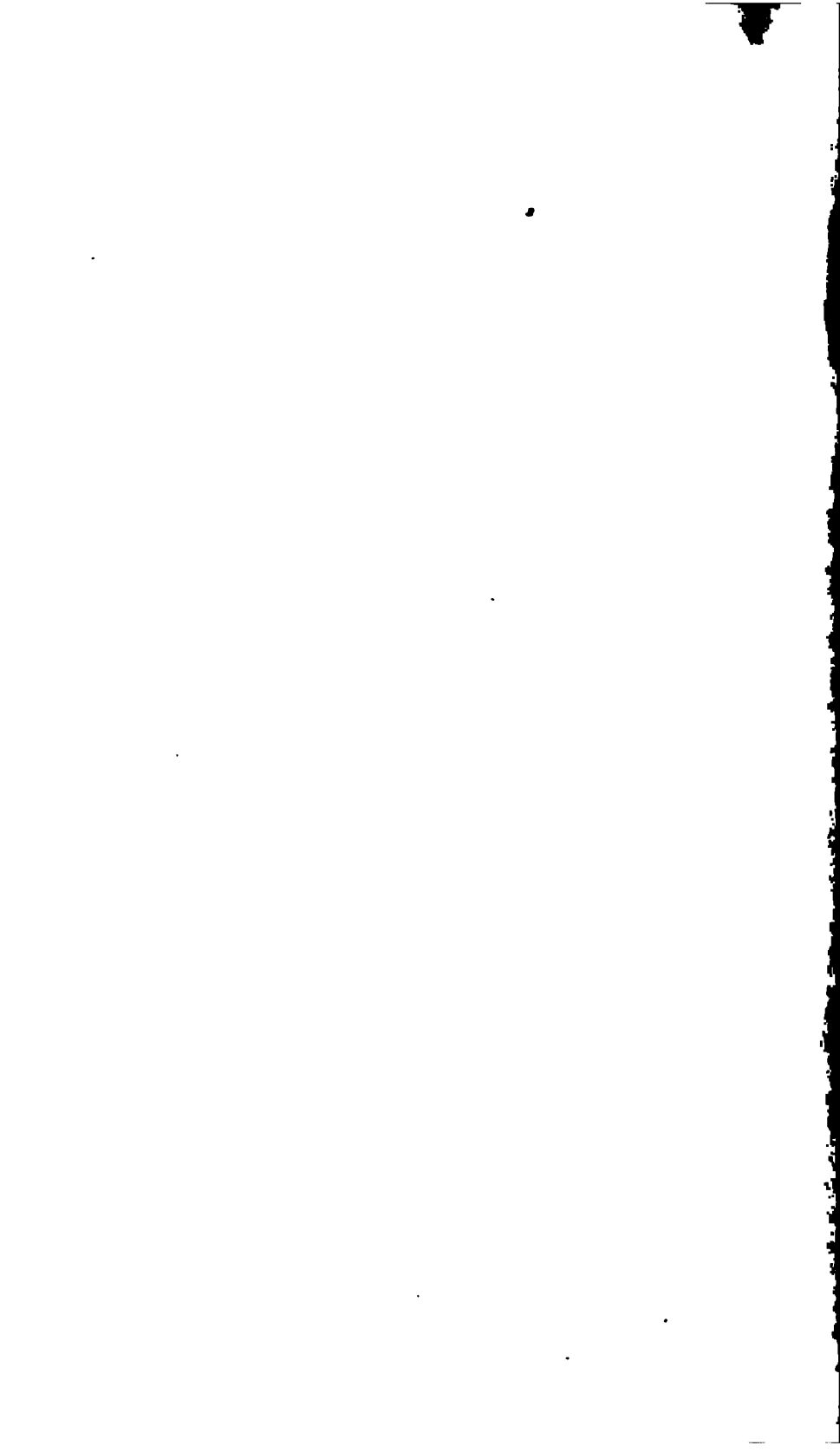
I give and bequeath to the "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance
the names of its*

MUNIFICENT BENEFACTORS.



EPHRAIM HOLBROOK,	JOHN ALSTYNE,
WILLIAM DENNISTOUN,	SETH GROSVENOR,
ELIZABETH DEMILT,	SIMON V. SICKLES,
MADAME ELIZA JUMEL,	THOMAS C. CHARDAVOYNE,
SARAH STAKE,	JAMES ANDERSON,
SARAH DEMILT,	THOMAS FRIZZELL THOMPSON,
JOHN NOBLE,	THOMAS RILEY,
THOMAS EGLESTON,	JAMES N. COBB,
SAMUEL S. HOWLAND,	ELIZABETH GELSTON,
THOMAS EDDY,	ROBERT C. GOODHUE,
BENJ. F. WHEELWRIGHT,	DANIEL MARLEY,
MARIA M. HOBBY,	ELIZA MOTT,
BENJAMIN ABRAMS,	SAMUEL WILLETTS.



SIXTY-EIGHTH ANNUAL REPORT

DOCUMENTS

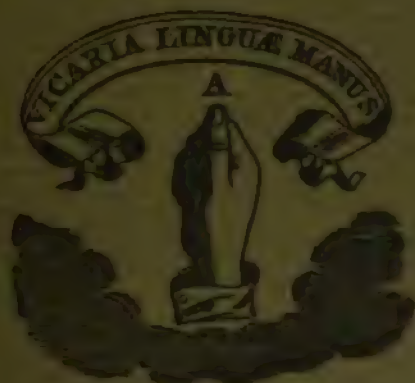
New York Institution

for the

Instruction of the Deaf and Dumb,

LEGISLATURE OF THE STATE OF NEW YORK.

For the Year 1866.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

1867.



SIXTY-EIGHTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1886.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

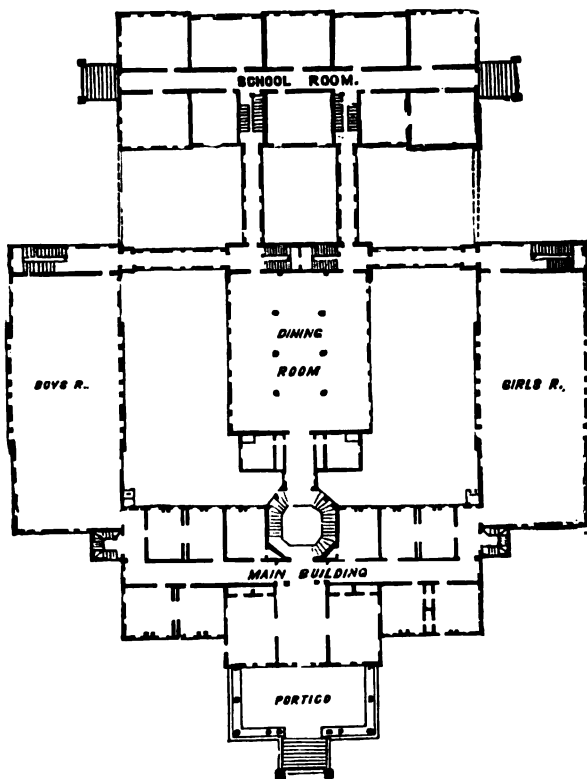
1887.

The Principal



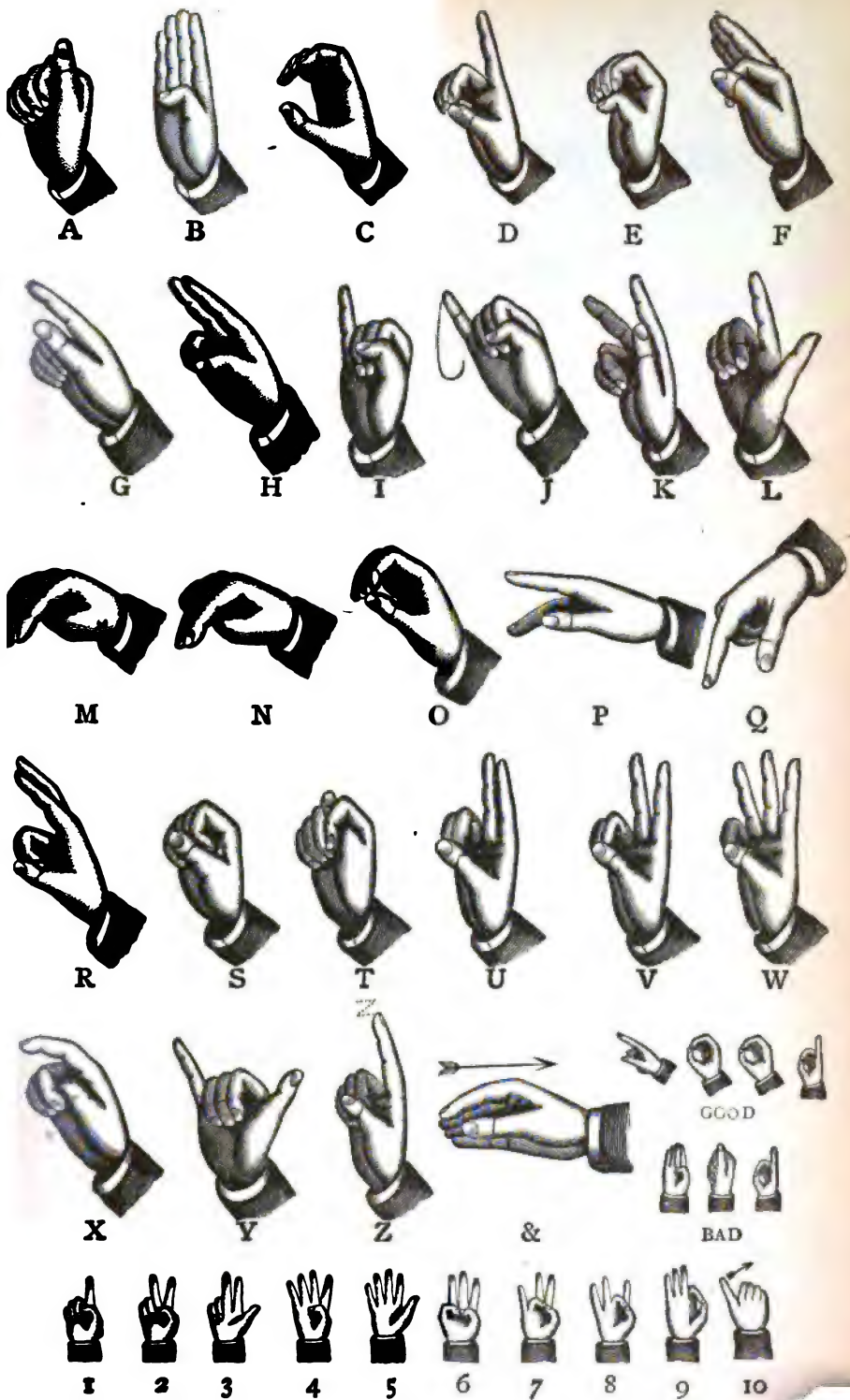


INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.
SCALE.







OFFICERS AND DIRECTORS.

PRESIDENT,

HON. ERASTUS BROOKS.

FIRST VICE-PRESIDENT,

HON. ENOCH L. FANCHER, LL.D.

SECOND VICE-PRESIDENT,

REV. CHARLES A. STODDARD, D.D.

TREASURER,

GEORGE A. ROBBINS.

SECRETARY,

THATCHER M. ADAMS.

First Class—Term expires May, 1887.

MORRIS K. JESUP,

EDWARD M. TOWNSEND,

THATCHER M. ADAMS,

GEORGE F. BETTS,

JAMES O. SHELDON,

GEORGE A. ROBBINS,

WILLIAM M. HALSTED,

WALTER H. LEWIS.

Second Class—Term expires May, 1888.

REV. THOMAS GALLAUDET, D.D., DAVID S. EGGLESTON,

BENJAMIN H. FIELD,

GEORGE A. PETERS, M.D.,

JOHN L. TONNELÉ,

REV. SULLIVAN H. WESTON, D.D.,

JOHN T. TERRY,

FREDERIC JAMES DEPEYSTER.

Third Class—Term expires May, 1889.

HON. ERASTUS BROOKS,

AVERY T. BROWN,

HEWLETT SCUDDER,

HON. ALBERT M. PATTERSON,

HON. ENOCH L. FANCHER, LL.D., REV. CHAS. A. STODDARD, D.D.,

WILLIAM A. WHEELOCK,

EVERETT HERRICK, M.D.

Officers and Directors.

STANDING COMMITTEES.

Executive Committee.

REV. CHARLES A. STODDARD, D.D., *Chairman*, JOHN T. TERRY,
 DAVID S. EGGLESTON, WILLIAM M. HALSTED,
 JOHN L. TONNELÉ.
 (The President and Treasurer *ex officio*.)

Finance Committee.

JAMES O. SHELDON, EDWARD M. TOWNSEND,
 HON. ALBERT M. PATTERSON.
 (The President *ex officio*.)

Committee of Instruction.

REV. THOMAS GALLAUDET, D.D., REV. SULLIVAN H. WESTON, D.D.,
 EDWARD M. TOWNSEND, JAMES O. SHELDON,
 AVERY T. BROWN.
 (The President *ex officio*.)

Law Committee.

HON. ENOCH L. FANCHER, LL.D., THATCHER M. ADAMS,
 GEORGE F. BETTS.

Library Committee.

AVERY T. BROWN,
 GEORGE A. PETERS, M.D., FREDERIC J. DEPEYSTER.

Ladies' Committee.

MRS. JOSEPH W. PATTERSON..... *Chairman pro tem.*
 MRS. HELENA T. BROWN..... *Secretary.*
 MISS JULIA COOPER..... *Treasurer.*
 MRS. JOHN T. TERRY, MRS. EDWARD OOTHOUT,
 MRS. HENRY A. OAKLEY, MRS. CHARLES A. STODDARD,
 MRS. ELLEN WALTER, MRS. ETHAN ALLEN,
 MRS. JAMES O. SHELDON, MRS. HENRY M. DAY,
 MISS JULIA RHINELANDER, MISS HARRIET TABER.
 (Two Vacancies.)

(The Visiting Committee is changed every month.)

Committee on Nominations.

MORRIS K. JESUP, AVERY T. BROWN,
 EVERETT HERRICK, M.D.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

DEPARTMENT OF ARTICULATION, LIP-READING AND AURAL
DEVELOPMENT.

E. HENRY CURRIER.

ACADEMIC DEPARTMENT.

WILLIAM HENRY BISHOP, B.A.

THOMAS F. FOX, B.A.

IDA MONTGOMERY.

MALE GRAMMAR DEPARTMENT.

THOMAS F. FOX, B.A.

WILLIAM G. JONES, B.A.

WALTER B. PEET.

CHESTER Q. MANN.

ELIZABETH MITCHELL.

FEMALE GRAMMAR DEPARTMENT.

IDA MONTGOMERY.

JANE T. MEIGS.

MYRA L. BARRAGER.

MALE PRIMARY DEPARTMENT.

CHAS. W. VAN TASSELL.

LUANN C. RICE.

FEMALE PRIMARY DEPARTMENT.

JOSEPHINE L. ENSIGN.

DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

Managing Professor.

MADAME SARAH E. LE PRINCE.

ADMINISTRATIVE DEPARTMENT.

SUPERINTENDENT.

CHAUNCEY N. BRAINERD.

ATTENDING PHYSICIAN.

W. T. ALEXANDER, M.D.

CONSULTING PHYSICIANS.

HVERETT HERRICK, M.D., GEORGE A. PETERS, M.D.

OPHTHALMOLOGIST AND OTOLOGIST.

FREDERICK C. RILEY, M.D.

STEWARD.

C. N. BRAINERD.

ASSISTANT STEWARD.

W. S. CRITTENDEN.

CLERK.

GEO. P. GREENLEAF.

MATRON.

MRS. SUSAN L. HENRY.

ASSISTANTS.

MISS PRUDENCE LEWIS—Chief Supervisor of Girls.
MISS LOUISA JOYCE—Matron of Primary Department.
MISS SARAH H. MCCREADY—Housekeeper.
MRS. ANN L. TURNER—Linen Room.

NURSE.

MISS SARAH A. FRASER.

SUPERVISORS.

WALLACE F. HOWELL,	MRS. RACHEL A. COOK,
WILLIAM A. EMMONS,	EDITH E. RYER,
JOHN A. MELLEDDY,	JENNIE WILLIAMS,
MARY E. MONTGOMERY,	ELIZABETH WARRING.

ENGINEER.

JOSEPH H. BANKS.

NIGHT WATCH.

FREDERICK A. GERLOFF,
EUGENE CORRIGAN, JENNIE FREEGANS.

INDUSTRIES AND TRADES.

INSTRUCTORS.

PRINTING.

EDWIN A. HODGSON, M.A.

CARPENTRY.

EDWARD CLEARWATER.

CABINET-MAKING.

C. HENRY INTEMAN.

SHOEMAKING.

JOHN LECHTHALER.

TAILORING.

HENRY ROTH.

GARDENING.

ALBERT METZGER.

FARMING.

JOHN T. ZIEGLER.

BAKING.

THOMAS BEATTY.

DRESS-MAKING.

MIRA LONG.

SHIRT-MAKING.

JANE CULLEN.

PLAIN SEWING.

HANNAH BARRY.

THE POLYMERIZATION OF VINYL MONOMERS

1. INTRODUCTION

The polymerization of vinyl monomers is a process of great importance in the chemical industry.

It is a process which involves the reaction of a vinyl monomer with a polymerization catalyst to form a polymer.

The polymerization of vinyl monomers is a process of great importance in the chemical industry.

It is a process which involves the reaction of a vinyl monomer with a polymerization catalyst to form a polymer.

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

...

SIXTY-EIGHTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, present to the Legislature, their Sixty-Eighth Annual Report, giving in detail, through the separate reports of the several officers of the Institution, a complete statement of its methods of instruction, of the expenditures and receipts, of the invested funds, of the condition of the buildings and grounds, of the domestic management, of the industrial education given to the pupils, of the health of the household, and of the treatment by which defective vision has been improved, and diseases of the ear have been removed. With this have been given lists of the directors, of the committees, of the officers of the Educational and Administrative departments, a catalogue of the pupils, and an appendix, containing the terms of admission, the laws of the State regarding the selection and support of beneficiaries, forms of application, and information of a general character.

One great object of the Institution, as will be seen from the report of the Principal, is to raise the deaf-mute from a merely animal to an intellectual and moral existence, to give him the means of communication with the world around him, by signs, and by written, and even spoken language, and thus to furnish him with the key to all knowledge, so that books, and the book of books, are no longer closed to his mind; to develop his reasoning powers, and to give him such an education that, so far from being despised for his simplicity and ignorance, he shall be respected for his intelligence and the variety of his information.

That the Institution accomplishes this, will be seen from the report of the Committee on the Annual Examination.

Subsidiary to this, but of great importance to the pupils, as it enables them, on leaving the institution, to support themselves by the labor of their hands, is their industrial education, for information as to which, the report of the Superintendent of the Administrative or House department, gives interesting particulars. And in connection with both these departments, Educational and Industrial, is the Department of Art, that develops a faculty which, in the deaf-mute, is almost

abnormal, as his dependence upon bodily sight gives him a mental vision which transmutes all ideas into pictures. The management of this department has been placed in the hands of Madame Le Prince, who deserves mention on account of her unique methods and remarkable success as an instructor.

Thus it will be seen that this Institution educates the whole man, and the State receives a full equivalent for the amount it expends for the maintenance and instruction of this class of individuals during a limited number of years, not only in its exemption from their support for the remainder of their lives, but also in the benefits derived from transforming irresponsible, ignorant, idle, and, therefore, dangerous members of the body politic, into responsible, intelligent, industrious, and, therefore, useful citizens.

The recommendations of the Principal and of the Superintendent as to scholarships and gymnasium, cannot fail to receive attention from the Board, as opportunity and increased pecuniary resources shall make their realization feasible.

The Institution has necessarily under its care pupils of both sexes. In many respects, it is an advantage to have them brought together under one roof, and to have them see each other under proper restrictions, but the importance of having all the girls and the older boys instructed by persons of their own sex, is so obvious that it has led to a classification, which is almost ideal in its perfection. The gentleness, modesty and correct principles, which our female teachers inculcate upon their pupils, and the sturdy manliness and uprightness that our male teachers insist upon with their boys, furnish abundant evidence upon this important point.

The Institution is fortunate in having, for the care of the girls when out of school, and for the direction of the female servants, a matron who is sedulously solicitous for the welfare of the former, and for the regular and perfect discharge of their duties by the latter.

The fare furnished by the Superintendent and Steward, under the limitations imposed by the Executive Committee, is generous, but not extravagant. The alms house is represented here, only by the fact that some of our pupils have risen above all its conditions, by being placed under our care.

During the past year, the Institution has had the misfortune to lose by death a valued member of the Board of Directors, Dr. William Frothingham, who was, for many years, one of its consulting physicians. Eminent in his profession, sympathetic in his temperament, and conscientious in his sense of duty, he visited the Institution whenever occasion required, and it is unquestionably due to his wise oversight that emergencies did not degenerate into misfortunes. His place has been

filled by the election of another eminent member of his profession, Dr. George A. Peters.

Submitting, with all confidence, this account of our stewardship, we rest content with the belief, that the legislature will never cease to maintain a work so important to the State and so essential to its interests.

In behalf of the Board of Directors.

S. H. WESTON, HEWLETT SCUDDER, WALTER H. LEWIS.	}	Committee.
---	---	------------

THE LATE HON. ERASTUS BROOKS.

Since the close of the year for which the report was made, viz., September 30th, 1886, the President, Hon. Erastus Brooks, has been removed by death, and it is thought fitting to insert in this place the following tribute to his memory.

**TRIBUTE FROM THE DIRECTORS OF THE NEW YORK INSTITUTION FOR THE
INSTRUCTION OF THE DEAF AND DUMB.**

At a special meeting of the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, held at the office of Thatcher M. Adams, Esq., Secretary of the Board, on the 27th of November, 1886, after the appointment of a committee to attend the funeral of the Hon. Erastus Brooks, the late President of the Institution, and the adoption of a minute referring to his private virtues and the loss sustained by his death, and tendering the sympathy of the Board to his family, the undersigned Vice-Presidents and Secretary of the Institution, were instructed to prepare a further brief paper, expressive of the appreciation of his late co-Directors, touching his more public character and services.

Mr. Brooks has been so long before, and so well known to the general public, that it seems needless to specify the various prominent positions which he has filled. For many years past, he was held in the highest estimation in the community, as a faithful public servant, and in the most affectionate regard by all with whom he was associated.

As President of this Institution and Presiding Officer of its Board of Directors, his valuable counsels, extensive information and uniform urbanity, won the utmost esteem and confidence of his colleagues. In all his political preferments, his enlightened views of public affairs, and his vigorous endeavors to promote the welfare of the State and of his constituents, advanced him to a foremost place among statesmen. His intelligent conception of the duties of a citizen of the American Republic, his faithful services in positions of public trust, his unpartisan work as a legislator, and his conscientious discharge of public duties, bespeak his praise, as an honored, upright, and patriotic representative and citizen of the State.

He never evinced any unworthy or selfish motive, nor the semblance of any desire of aggrandizement in his modestly performed and efficient public services. No interest suffered that was committed to his care. No trust conferred on him was ever betrayed. Without ostentation, he was the true exemplar of an honest representative and a well-informed and earnest man.

In his official positions, as well as in private life, he loved to serve the cause of benevolence and charity, and since death has removed him from such congenial employ, we are conscious that a vacancy is made which cannot readily be filled. The recollection of his manly virtues, and of his useful life, deepens the sorrow occasioned by his departure. A faithful and honored servant of the public, and of our charitable institutions, has fallen. As we cherish his memory, we recall the words of Holy Writ: "In the way of righteousness is life, and in the pathway thereof there is no death."

ENOCH L. FANCHER, CHARLES A. STODDARD, THATCHER M. ADAMS.	}	Committee.
---	---	------------

Report of the Principal.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—Under your management has been placed a great educational Institution, an institution whose claim to distinction, rests not upon the fact that, by ordinary methods and by perfunctory processes, it has been able to ameliorate the condition of a peculiar class of individuals, but that, by extraordinary methods, and by a system which has called to its aid all the resources of philology and philosophy, it has wrought a revolution in their modes of thought and expression whereby, from being isolated, unreasoning, ignorant, dependent unfortunates, they have become sharers in the hopes and interests of humanity, intelligent and well-informed members of the community, and useful, self-sustaining citizens, capable of assuming all the responsibilities which grow out of the relations of man to man.

To the deaf and the voiceless, it has given a language peculiarly their own, a language which, it is true, appeals to the eye instead of to the ear, and yet is no less a language than if it were invested with those tones which reach the mind through the ear and run through all the cadences of thought and feeling. This language of signs, based upon pantomime, but perfected by systematic effort, is the only one which affects the congenitally deaf in such a way as to produce profound impressions, such impressions as give vividness to memory, and vitality to emotion. It is the best instrument, moreover, that can be obtained for effecting mental development, for stimulating the perceptive power of the senses, for exhibiting the relations of cause and effect, for drawing comparisons, and making analogies. So far, then, from being discarded, it should be cultivated, as it has been cultivated in this Institution, till there is not a shade of thought that it cannot distinctly convey.

With this language, is introduced to the mind of the deaf, another language, acquired with vastly more difficulty, but absolutely necessary for the purpose of intercourse with the hearing and speaking world, the language of words, in their threefold forms of script, print and speech. The first of these forms, interchangeable, as it is, with the

manual alphabet whereby words may be spelled out with the fingers, just as they are written out with the pen, is of absolute importance, as only by this means, can that epistolary correspondence by which business is nowadays mostly conducted, or that extended expression of thought necessary to the full development of a subject in essays and treatises, be made possible. To the mute, it is the most ready means of communication with the world around him, as he is able quietly and easily to move about with pencil and pad, and write what he has to say, with distinctness and clearness.

Given the first, the second, used, as it is, in newspapers and books, is most easily acquired, as it is merely the substitution, not of words but of letters. The third is of much less importance, so far as deaf-mutes are concerned, inasmuch as any articulated speech, which has never been heard, and never can be heard by those who utter it, must be, so to speak, something apart from themselves. *contra naturam*, in fact, and a simple wonder, liable to degenerate, when uncorrected by the teacher's ear, into such indistinctness as to make it unintelligible. It is acquired through lip-reading, which is accomplished by watching the lips, the tongue, the teeth, the facial muscles and the chest, as, successively, the effective sounds of letters, which enter into the pronunciation of a word, are uttered in such a way as to be visible to the eye. To this end, recourse is had in this Institution, to a phonic alphabet, which contains all the sounds of the English language, arranged according to the organs by which they are produced. By this means, the pupils learn to write spoken words phonetically, and afterward to translate them into their orthographic equivalents. The phonic alphabet is not as distinct as the manual alphabet, and requires much more practice to become available, but, in the end, may become a complete substitute for it in phonetically spelled words, and when once absolutely acquired, enables the pupil to understand what is spoken in his presence. The transition from this to articulation, is comparatively easy, inasmuch as, in course of time, the pupil is led, almost unconsciously, to place his own organs of speech in the position he sees assumed by the teacher.

This, with the semi-mute who has learned to speak before becoming deaf, and that considerable class, whose deafness is not total, is accompanied by pleasing and correct modulation of voice. So effective is this system, that, it may be safely averred, lip-reading can be acquired by all deaf-mutes, and articulation by a considerable number.

The real difficulty, however, in the instruction of the deaf in language is not in the form, but in the substance. The great misfortune of congenital deafness consists in the fact that the language current in

the community where its subject dwells, of itself, finds no access to his mind. The words and sentences that the child in the full possession of hearing, begins to learn during the first and second years of its existence, and that he continues to learn, without conscious effort, all the years of childhood and youth, are absolutely beyond his reach. In the ideas which the words uttered in his presence convey to his hearing brothers and sisters, in the knowledge current in the society in which he moves, he has no part. While, to them, what they learn in school is a very small portion of what they know, to him it is his all. The hearing child may not be able to read or write, but he has a fund of knowledge of the greatest importance, and the reading and the writing and the studies which he pursues are comparatively easy of acquisition, because the language which he learns to write and read, and which is used in the books he studies, is already known to him, to such an extent, that, as in an equation in algebra, all unknown terms may be easily discovered in terms of those which are known. When, however, he attempts to study other languages than his own vernacular, he meets with difficulties which he never entirely overcomes until he places himself once more in the position in which, as a little child, he commenced the study of his own language. Be he Latinist or Grecist, he can not avoid expressions at which Cicero or Demosthenes would have smiled, and, as for French or German, the waiter at his hotel, or the gardener at his country seat, can generally plume himself on his superiority in respect to idiom over the master he serves.

The mind of the deaf-mute is a *tabula rasa*. Upon it we may write any language that we choose, Latin, Greek or Hebrew, Syriac, Chinese or Japanese, French, Italian, Spanish or Portuguese, German, Russian, Hungarian or English, and find English the most difficult of them all, for the reason that its logical order of presenting thought is more at variance with the pictorial order in which the deaf-mute thinks, than any other, and yet few, if any students in our colleges, who have spent at least eight years in the study of Latin and Greek, can compare, in the use of either of these languages, with many of our deaf-mute pupils in the use of corresponding English, though the latter, previous to their admission into the Institution, have no knowledge of this or any other language.

The inquiry is pertinent, "How is this accomplished?" The first step is to associate objects with their names, so that the pupil can touch them in succession, when their names are pointed out to him, and may indicate the name when the object is shown to him. The next step is to teach him to spell the names with his fingers, and afterward to write them with pen or pencil. The third step is to teach him verbs, by giving simple directions, in writing, with reference to the objects, and

then, in reply to the question, "What did you do?" to write such simple sentences as, "I touched the hat." "I touched the door." "I opened the window." In this way, all the parts of speech are gradually introduced, and he is taught the simpler forms of grammar by concrete examples of their use. The several moods and tenses of the verb are then successively presented, and the different forms of the predicate of the English sentence, represented by symbols, philosophical in their nature, and, therefore, easily learned. After a while, reading lessons and conversational exercises are practised in connection with the sign-language, with which, by this time, he has become conversant in the society of the Institution, and of which much use has already been made in the explanations of the relations and meaning of words. His vocabulary is thus enlarged, and idioms become familiar to him. Signs are used both in the order of words, which practically makes the sign-language a condensed and significant form of the English language, and, in the pictorial order of pantomime, which dwells upon the idea, and is a true interpretation of sentences taken as a whole.

Phrases and clauses are treated as adjectives and adverbs qualifying nouns and verbs, as if they were single words, and adverbial phrases and clauses are placed in as many different points as the nature of the sentence will permit. Much ingenuity is required, on the part of the teacher, to make the lessons intelligible and interesting, and to give such variety to the constant repetition necessary to fix forms and principles in the mind, as to prevent the exercise from becoming monotonous and irksome. As the pupil progresses in language, arithmetic, geography, history, physiology, and natural science, are gradually introduced, till he becomes familiar with the ordinary branches taught in schools for the hearing, and, when he reaches the Academical department proper, he pursues a range of studies that give elevation to his conceptions and independence to his modes of thought and expression. In this course, he acquires a knowledge of the physical sciences, of mathematics, of the principles of rhetoric and logic, and even of mental and moral philosophy.

This instruction would be of little avail to the deaf-mute, however, were not his moral and religious nature, at the same time carefully cultivated. To make him a mere thinking machine, to store his mind with facts and principles would not place, about him, those safeguards which consist in the possession of a state of mind, in which duty and obligation are felt to be higher motives of action than ambition, in which perseverance is opposed to instability, honor to meanness, truthfulness to deception, manliness to time-serving, loyalty to self-seeking, self-control to passion, purity to sensuality, integrity to cupidity, courage to timidity, gentleness and tenderness to arrogance and insen-

sibility, and in which admiration of the character and attributes of the Divine Being, conviction of the infallibility and perfection of his laws, and appreciation of his fatherly goodness and mercy, shall lead to adoration, love, repentance, faith, aspiration, filial devotion, and a full acceptance of the redemption offered in the gospel to fallen humanity.

This special training is, in this Institution, exercised without sectarianism. The differing tenets of the parents of the pupils are absolutely respected, and the pupils themselves are so carefully instructed, that they have not only no prejudices against any religious denomination, but are disposed to defer to the wishes of their parents in regard to their own ecclesiastical relations.

In addition to this, good manners, refinement and good taste, have been carefully inculcated by precept and example. In furtherance of this, the instruction given in art has been found to be invaluable. All the pupils receive, each week, a lesson in drawing from nature, and a selected number have special instruction in designing, in wood carving, in clay modeling, in plaster casting, in the ornamentation of porcelain and in painting in oils and water colors.

For the genius of their preceptress, Madame Le Prince—and her methods can be characterized by no less significant a term—I feel justified in declaring positive admiration. She has been assisted from time to time by her husband, an artist of no ordinary ability.

This art work has a reflex influence upon a most important department of the Institution, viz., our industrial school. This is the first Institution in the State, whether for the deaf or hearing, that has made manual training go hand in hand with mental. It was, in a measure, forced upon it, for, in the education of the deaf and dumb, it is impossible, with the direct instruction given, and the absorbing attention required, to keep up the nervous tension more than four or five hours each day. In independent study, they cannot spend more than one or two hours to advantage, and the evening is the best time for this. The remaining hours of the day cannot all be spent in athletic exercises or in play without frittering away the earnestness which is to be infused into their life. A change of occupation is, therefore, rendered necessary; and what more practical could be devised than that of giving them a trade, by means of which they should be able to support themselves after leaving school?

The recently awakened interest in this subject, in connection with the public schools in New York City, can undoubtedly be traced, directly or indirectly, to this source, as can also the more philosophical methods in teaching and the clearer developments in philology and in mental and moral philosophy be traced directly to the methods pursued in teaching the deaf and dumb. Barnard's Arithmetic and Bar-

nard's Grammar, Haven's Mental and Moral Philosophy, the best treatises, in my opinion, of any that have been written on these subjects, could not have been composed by any one not a practical teacher of the deaf and dumb, and in the Academy of France, recognition has been given openly to the fact that French grammar would never have reached its present standard but for Sicard and Bebian and their successors in deaf mute instruction.

Our Industrial Department, as at present organized, offers a great variety of choice. Printing, the school for which is, in every respect, a model one, Cabinet-making, Carpentry, House Painting and Glazing, Shoemaking, Tailoring, Horticulture, all are taught in such a way that our boys, immediately on their graduation, can find remunerative employment, while our girls can go forth as dressmakers, tailoresses, seamstresses and chambermaids. It is proposed to add to horticulture a special department of floriculture, and, if to the department of housework, there be added a special school of cooking, little will be wanting to equip our girls, as well as boys, for the school of life.

Since the commencement of the academic year in September, have been added to the Department of Art, artistic needle-work and technical drawing. In the former, some of our girls have already been brought to a considerable skill in embroidery. In the latter, some of the boys, connected with the cabinet shop, have been taught special designing for decorative furniture, and there will follow instruction in drawing adapted to each of the other trades taught in the Institution.

The most remarkable event of the year, in which, as your representative, I have participated, has been the holding of the Eleventh Quadrennial Convention of American Instructors of the Deaf, at Berkeley, the seat of the California Institution.

Two hundred and three representatives of different Institutions in this country and in Canada, started from Chicago, in a train of twelve Pullman cars, on the afternoon of Saturday, July 3d, and, spending the Sabbath at the Illinois Institution in Jacksonville, where they were entertained with gratifying hospitality, two most delightful days at the State Institution in Colorado Springs, occupied in visiting the picturesque spots in the vicinity, and the following Sunday and Monday, in Salt Lake City, reached Berkeley, on Wednesday, July 14th. The journey was one of scenic wonders. The association of those engaged in the same great purpose in life, the confidences interchanged, the warmth of sympathy expressed, the comparison of views and methods, the enthusiasm manifested for the work, the humors of the situation, even the miseries lightened by mutual condolence, all served to bring nearer together, a band of unusually intelligent men and women, devoted to the furtherance of a noble and beneficent cause. One of the

most prominent and interesting members of this remarkable company was the Hon. Erastus Brooks, President of the Board of Directors of the New York Institution, who, with his daughter, Miss Bertha Brooks, started from New York with myself and party of five representing the same Institution, on the first of July, and reached Chicago, in time to start with the larger company on the third.

The convention was entertained in a most elegant manner, in buildings new and charmingly situated in full view of the bay of San Francisco, with its picturesque islands and Golden Gate, and surrounded by grounds exquisitely arranged, so as to show, to the best advantage, the wonderful resources, in tree and shrub and flower, of a land in which the heart of nature beats responsive to the slightest touch of man. The buildings are planned with reference to the climate and the conditions. The girls have a house of their own; the boys, two. The great dining hall, to which a kitchen and a gymnasium are annexed, is splendid in its proportions and appointments, while the principal building, the school house, is simply perfect in the accommodation it furnishes for the instruction of the classes, for the principal's office, for the library and for the chapel.

In the large room of this building, the convention was called to order on Thursday morning, by the Chairman of the Executive Committee, who, in accordance with a previous vote of the Committee, nominated, for temporary Chairman, the Hon. Erastus Brooks, who was elected by acclamation, and, on taking the chair, made the first of many eloquent addresses with which he favored the Convention.

Under the guidance of Dr. Philip G. Gillett of the Illinois Institution, who, in view of what he had done to facilitate the journey across the Continent, was deemed worthy of occupying the position of permanent president, the Convention continued in session till Thursday, the 23d of July, two hundred and fifty delegates, representing forty-one different Institutions, being present. Many important papers were read and discussed, and a number of resolutions passed, indicating the sense of the convention as to methods of instruction and other matters appertaining to the cause of deaf-mute education. Normal sessions were also held during the intervals between the regular sessions of the convention, and admirable examples of practical work exhibited under the leadership of different individuals prominent in the profession. The ideas of Madame Le Prince of the New York Institution, with regard to the ends to be sought and the steps to be pursued in developing artistic conception and practice, were most favorably received. The afternoon session of the second day of the Convention was devoted to a reception of the Governor of California and other distinguished gentlemen residing on the Pacific Coast, who extended to the delegates

expressions of most cordial welcome, and received from them replies, indicating their appreciation of the hospitality received by them, an occasion on which Mr. Brooks made one of his happiest efforts.

An evening was devoted to the reception of the members of the State University, which is in the immediate vicinity of the Institution, and of many citizens of Oakland, of which Berkeley is a suburb, and the Saturday intervening between the beginning and the end of the Convention, was devoted to a trip down and around the bay and a visit to San Francisco.

The proceedings will be published in full at the expense of the State of California.

The directors of the Institution extended special attention to the delegates, and, acting under their generous *carte blanche* as to expenditure, Professor Wilkinson, the distinguished Principal, who, trained in the New York Institution, has, during the last twenty years, while giving the California Institution an enviable prominence, been one of the most efficient interpreters of its distinctive features, assisted by his accomplished wife and daughter, so devoted himself to the entertainment of the guests, so anticipated every want, and so provided against every exigency, that nothing was wanting to make the stay of the delegates delightful, and to facilitate the progress of the great work they had assembled to accomplish.

Our visit to the Yosemite Valley, which followed the Convention, our journey homeward on the Northern Pacific, and our visit to the Valley of the Yellowstone, in which we were favored by the company of Mr. and Miss Brooks, were most charming features of a trip which will never be effaced from our memory.

On the 8th of September, Mr. Brooks, as President of the Board of Directors, and Rev. Dr. Gallaudet, as Chairman of the Committee of Instruction, formally opened the new academical year of 1886-7. The weeks that have elapsed since then, have developed three points. The number of teachers has been made less by one, by the retirement of Miss Josephine F. Rintoul, who was married during the vacation. The number of pupils during the fiscal year up to September 30th, has been, of males 264, of females 149, a total of 413, and applications for admission have been made by several deaf-mutes for whom the state laws have made no provision. Of these, one is a deaf-mute from Germany, who has been but one year in this country, and who is desirous of learning the English language, but cannot be admitted as a State pupil, till he has been here two years longer. Another is a little girl, five years of age, whose parents are so poor that they cannot maintain her in comfort, and who must, therefore, endure one more year of a most unhappy childhood until she is six years of age, and still another

is the deaf-mute, James H. Caton, who needs still further maintenance and instruction to enable him to derive, from culture, a measureable compensation for his misfortune. To the latter, you have granted the privilege of remaining longer at the Institution, without, however, having a fund by which he can be fully supported, as the period during which the state laws have made provision for the continuance of a pupil in the Institution has, in his case, expired. The Frizzell Fund, which has been applied to his support, is but partially adequate for this purpose, and, to be effectual, should be doubled. Sometimes, moreover, it happens that we have a bright pupil, who has had all the time at the Institution that the law allows, but who, if enabled to continue a year or two longer, would be placed, as to education, in a most enviable position, such as fellowships in Colleges and Universities provide for hearing students. I would, therefore, respectfully suggest that all bequests hereafter made to the Institution, unless some other designation be specified by the donor, be divided into scholarships of \$7,000 each, and that, in the measures adopted for enlisting the aid of the benevolent, attention be especially called to this great need. Should this meet with public favor, it would not be long before, not only the cases for which the law makes no provision could be met, but the duty resting upon the State to educate all her deaf children, could be rendered less burdensome by the generosity of her wealthy citizens.

It would not be showing a proper appreciation of the courtesies extended to this Institution, and the interest manifested in its welfare, to omit in this place, the acknowledgment of our obligations to the publishers of the following periodicals, which have been furnished gratuitously, and have contributed to the enjoyment and instruction of the pupils.

Monthly.

Our Record, Buffalo, N. Y.
The Mute Ranger, Austin, Texas.
The Sheltering Arms, New York City.
The Sunday School Journal, New York City.

Semi-Weekly.

The World, New York City.

Weekly.

Sunday School Advocate, New York City.
Deaf-Mute Record, Fulton, Mo.
Silent Observer, Knoxville, Tenn.
Mutes Companion, Faribault Minn. (Two copies.)
Maryland Deaf-Mute Bulletin, Frederick, Md. (Two copies.)

Mutes' Journal, Omaha, Neb. (Two copies.)
 The Evangelist, New York City.
 The Newburgh Weekly Journal, Newburgh, N. Y.
 The Rome Sentinel, Rome, N. Y.
 The Saratogian, Saratoga, N. Y.
 The Weekly State Gazette, Trenton, N. J.
 The Uptown Visitor, New York City.
 Progress, New York City.
 The Kentucky Deaf-Mute, Danville, Ky. (Two copies.)
 The Goodson Gazette, Staunton, Va. (Two copies.)
 The Deaf-Mute Mirror, Flint, Mich. (Two copies.)
 The Mute Chronicle, Columbus, O.
 The Deaf-Mute Advance, Jacksonville, Ill.
 The Wisconsin Deaf-Mute Times, Delavan, Wis. (Two copies.)
 The Deaf-Mutes' Journal, New York City. (Two copies.)
 The Deaf-Mute Index, Colorado Springs, Col.
 The Tablet, Romney, W. Va.
 The Kansas Star, Olathe, Kansas. (Two copies.)
 Our Little People, Rochester, N. Y. (Twenty-two copies.)
 The Deaf-Mute Voice, Jackson, Miss.
 The Utica Herald, Utica, N. Y.

We have also received one Volume for the library, from the late Mrs. Benjamin H. Field, whose example we should be glad to have very generally followed, as the reading of standard literature is of more importance to the deaf than it is even to the hearing. The books now on our shelves, procured by contributions like the above, and by the expenditure of the income of the Library Fund, number 3,360 volumes, which may be regarded as forming a valuable nucleus, though perhaps hardly more than a nucleus, for a well-appointed collection.

Recognizing the divine favor, which has so signally blessed this Institution during the sixty-nine years of its existence, and claiming for it all the advantages to be derived from long experience under able managers and devoted teachers, never satisfied with what has been accomplished in the past, ever looking forward to the possibility of making still greater achievements in the future, I have the honor to be,

Your Obedient Servant,

ISAAC LEWIS PEET,

Principal

NEW YORK INSTITUTION FOR THE INSTRUCTION
 OF THE DEAF AND DUMB, Oct. 1, 1886.

Report on the Annual Examination.

JUNE, 1886.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN:—The undersigned, having in charge the duty of conducting the Annual Examination of the pupils, respectfully submit the following report.

The examinations were held on Friday, June 18th, opening with services in the chapel at 9 o'clock A.M. All the classes were examined by written questions, prepared by the Principal by direction of the Committee. The High Class of boys, under the Instruction of Mr. W. H. Bishop, was examined by Rev. John C. Bliss, D.D., of Washington Heights, who also spent a portion of the time allotted to him, in looking over the examination papers of the girls of the High Class, who are instructed by Miss Montgomery.

To this gentleman the Committee desire to extend thanks for the able assistance rendered.

In beginning their inspection, the Committee were supplied with a schedule of the classes containing, in a tabulated form, valuable information relating to the standing and general and special classification of the pupils. A copy of this schedule is hereto appended.

SCHEDULE OF CLASSES, JUNE 18, 1886.

I.—MALES.

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
I.	Thomas F. Fox.....	8 years.....	21	20
II.	Walter B. Peet.....	7 years.....	19	16
III.	E. H. Currier.....	6 years.....	14	13
IV.	Walter B. Peet.....	6 years.....	18	17
V.	William G. Jones.....	5 years.....	18	18
VI.	William G. Jones.....	4 years.....	20	19
VII.	E. H. Currier.....	3 years.....	16	15
VIII.	Chester Q. Mann.....	3 years.....	22	20
IX.	Josephine F. Rintoul..	2 years.....	15	15
X.	Josephine F. Rintoul..	2 years.....	16	16
XI.	Chester Q. Mann.....	1 year.....	13	13

KINDERGARTEN.

(Children under 10 years.)

I.	Luann O. Rice.....	2 to 3 years.....	19	18
II.	C. W. Van Tassell....	2 weeks to 2 years....	29	29
III.	Elizabeth Mitchell....	6 mos. to 4 yrs.....	3	3

SPECIAL CLASSES.

(Deaf, Dumb and Blind.)

I.	Thomas F. Fox.....	10 years.....	1	1
II.	Thomas F. Fox.....	8 years.....	1	1

HIGH CLASS.

|	William H. Bishop ..	| 9 to 11 years.....	| 12	| 9
--	----------------------	--------------------	----	---

SUPPLEMENTARY HIGH CLASS.

|	Thomas F. Fox.....	| 11 years.....	| 1	| 1
--	--------------------	---------------	---	---

258	244
-----	-----

II.—FEMALES.

I.	Ida Montgomery.....	7 years.....	20	20
II.	Josephine L. Ensign..	6 years.....	22	20
III.	Josephine L. Ensign..	5 years.....	16	16
IV.	Jane T. Meigs.....	4 years.....	18	17
V.	Jane T. Meigs.....	3 years.....	17	17
VI.	Myra L. Barrager.....	2 years.....	21	19
VII.	Myra L. Barrager.....	1 year.....	17	17

HIGH CLASS.

|	Ida Montgomery....	| 9 to 11 years.....	| 14	| 11
--	--------------------	--------------------	----	----

145	137
-----	-----

LIP READING.

TEACHERS.	Under instruction during the year.			Present at the Examination.		
	Males.	Females.	Total.	Males.	Females.	Total.
J. H. Currier.....		14	14		14	14
Elizabeth Mitchell.....	45		45	44		44
Jane T. Meigs.....		18	18		18	18
Josephine F. Rintoul.....	15	23	38	15	23	38
Thomas F. Fox.....	21		21	20		20
Valter B. Peet.....	37		37	33		33
William H. Bishop.....	12		12	9		9
William G. Jones.....	18		18	18		18
Mrs. A. T. Mann.....	35		35	33		33
Miss Corwin.....	14		14	13		13
Miss McAllister.....	16		16	15		15
Miss Koffman.....		6	6		6	6
Miss Richmond.....	20		20	19		19
	233	61	294	219	61	280

AURAL DEVELOPMENT.

E. H. Currier.....		19	19		18	18
Elizabeth Mitchell.....	6		6	6		6
Jane T. Meigs.....		18	18		18	18
Josephine F. Rintoul.....	15	17	32	15	17	32
	21	54	75	21	53	74

DRAWING.

Mme. Sarah E. LePrince.. | 256 | 145 | 401 || 244 | 137 | 381

RECAPITULATION.

UNDER INSTRUCTION DURING
THE YEAR.

Males, 258
Females, 145

Total, 403

PRESENT AT THE EXAMINATION.

Males, 244
Females, 137

Total, 381

The great object of instruction in this Institution, the essential feature of its course, is the English language, of which the pupils, when they enter its walls, are entirely ignorant, and over which the majority, when they leave them, have obtained such a mastery as will enable them to make their way through life independent of the helping hand of charity.

As an aid in determining to what extent the pupils have progressed during the year, in this and other studies, the Committee take pleasure in presenting brief *résumés* of extracts from the papers of each class, beginning with the lowest.

MALE DEPARTMENT.

Eleventh Class.

There were in this class thirteen boys, of a standing of one year or less. These were arranged in three divisions, under the care of Mr. Olester Q. Mann. Four of them, composing the advanced section, had studied part of I. L. Peet's Language Lessons, and the first section of Peet's Scripture Lessons, had been drilled in counting in words and figures from 1 to 1000, and had gone through a series of exercises in Penmanship and Drawing. Those pupils forming the second division, had used the same text books, but were not so far advanced. The least advanced of the pupils comprised the third division, and, on account of having entered the school quite recently, had mastered but a few names of objects. The work of these pupils was satisfactory, so far as it went, and showed careful training, by the teacher, of the pupils under him.

Tenth Class.

Miss Josephine F. Rintoul, in this class, had under her charge sixteen young pupils, whose standing was two years. The plan of study included Dr. H. P. Peet's Scripture Lessons, Peet's Language Lessons and Grammatical Chart, Model Letters, Hymns, Arithmetic, Penmanship and Drawing. They had gone through the greater part of the Scripture Lessons, and were well advanced in the Language Lessons. In their examination they showed ability to add columns of five figures, and familiarity with grammatical symbols, of which they gave appropriate examples. In addition to this, they described simple objects and various animals, concerning all of which they indicated that they had received careful instruction.

Ninth Class.

In this class, there were fifteen boys, also under Miss Rintoul. They were separated into two divisions, in order to obtain the best results. Eight of them, forming the more advanced portion, had studied Dr.

H. P. Peet's Part III., Mitchell's First Lessons in Geography, Peet's Scripture Lessons, Arithmetic, Hymns and Model Letters. The other division had pursued practically the same course, but had not progressed as rapidly as the advanced pupils. The method pursued with this latter division was the same as that in use among hearing pupils, both in tuition and recitation, the ear-tube coming into frequent use. The pupils had had continued exercises in Lip-Reading and Aural Development, and had made improvement in both branches. With few exceptions, they showed themselves bright boys, and passed an examination which reflected credit on the endeavors of their teacher.

Eighth Class.

Twenty two boys composed this class, under the care of Mr. Chester Q. Mann. They had a standing of three years, and their studies were Exercises in Language, Language Lessons, Scripture Lessons, Arithmetic, Hymns, Penmanship, and lessons in Drawing and Letter Writing. Instruction in all these branches had been given in connection with language. Lip-Reading had been taught daily by Mrs. Mann. The answers to questions in the different studies were good. All of the papers contained one or more hymns, written from memory, as also the Lord's Prayer. One little fellow, whose admiration for General Grant seemed to be very great, having been asked, "Who was the First President of the United States, unhesitatingly wrote, "General Grant."

Seventh Class.

The Seventh Class, under Mr. E. H. Currier, had sixteen pupils, their standing being three years. Their studies had been Geography, with exercises in outline maps, United States History, Arithmetic, Scripture Lessons, Language Lessons, Hymns, and exercises in Letter Writing. Lip-Reading had been taught an hour each day. The instruction in drawing was given by Madame Le Prince. The attainments of these pupils were in every way satisfactory. All of them corrected such sentences as, "I has a ball," "Thomas love her cat," "John have went to Central Park." Having been directed to write and invite their parents to the closing exercises, the following was produced.

DEAR PARENTS:—I write to inform you that there will be an exhibition in the chapel of the Institution at 11 A.M. next Tuesday. Please come to it, if you can find time to do so.

Your loving son,

C. H. C.

Sixth Class.

The Sixth Class, under Mr. W. G. Jones, had twenty pupils, whose standing was four years. They had studied United States History,

Geography, Scripture Lessons, Arithmetic, and Hymns, and had had exercises in Model Letters, the Phonic Alphabet and Grammatical Analysis, and received a lesson each week in Drawing. In learning the correct use of language, they had been required to write original sentences, specimens of which we copy from the examination papers: "I like summer best of all the seasons, because I can travel in the country." "Dr. Peet says that he will let the boys go home on June 22." To a question in history, the following is a specimen answer: "The year 1825 was noted for the finishing of the Erie Canal. It has three branches, and is three hundred and sixty miles long. King David's prowess was thus described: "He killed a Philistine giant, who was about ten feet high." All of the pupils wrote each a different hymn from memory, and in Arithmetic showed familiarity with the four ground rules.

Fifth Class.

This class, in which there were eighteen pupils of five years' standing, was likewise under the instruction of Mr. Jones. The course of study had been Language, Geography, United States History, Scripture, Hymns and Arithmetic. The Phonic Alphabet, Model Letters, Grammatical Symbols, and Drawing, were also a part of the regular school-room exercises. From the papers of these pupils we select the following specimens. Being requested to write original sentences containing the words *happy* and *try*, one wrote: "Some boys will be *happy*, because they will be promoted to higher classes." "I will *try* to catch some squirrels in a trap." Here is a specimen letter written by one of the pupils:—

MY DEAR FRIEND:—I am going to write a letter to you. My uncle gave me your letter a few days ago. I liked to read it. Do you like to see many different kinds of beautiful flowers? Yes, you do. I hope that you will meet me, when I go home in vacation. I will come back to school next fall. I will be promoted to a higher class, because I have tried to study my lessons. I have been very successful. My best regards to you.

Truly Yours,

J. O.

Fourth Class.

The Fourth Class, under the instruction of Mr. W. B. Peet, was composed of eighteen pupils, with a standing of six years. Their course of study included Arithmetic, History, Bible, Geography, Language and Penmanship, with exercises in the Phonic Alphabet, Model Letters, and a lesson in Drawing one hour each week. In reply to the inquiry what they could say of New York City, this was written: "New York is the richest city in America. It also has the most people. It is on Manhattan Island, at the mouth of the Hudson River. Many people come to visit its fine buildings and its beautiful Central

Park. It is a splendid city, I think." In United States History, the pupils were asked to tell about Columbus. We append one of their replies: "Columbus was born in Italy. He became a sailor when very young. He had so much trouble that his hair became gray before he was very old. His discovery of America made him a celebrated man, but he did not die happy. He was not treated well. He was a wonderful man, and his name is now much honored."

Third Class.

Mr. E. Henry Currier was the instructor of this class, in which were fourteen boys, of six years' standing. The course of study pursued embraced, Grammar, Geography, United States History, Arithmetic, Composition, and Letter Writing, the Bible, Hymns, and daily exercises in Lip-Reading, and a weekly lesson in Drawing. The questions on history brought forth a correct list of the Presidents of the United States, and also the names of the members of the present Cabinet, and their duties were defined to be, "To assist the President in executing the laws and overseeing the officers." To the question, "What island was made by De Lesseps, and how did he do it?" was written, "Africa was made an island by his cutting the Suez Canal." In arithmetic, correct definitions were given for "Abstract Numbers," "Units," "Concrete Numbers." The tables of weights and measures were also given by all the class.

Second Class.

In the Second Class there were nineteen pupils, of seven years' standing, under the instruction of Mr. W. B. Peet. Their studies were Geography, History, Arithmetic, Bible, Hymns, and Penmanship. In addition, they had regular exercises in Lip-Reading, Language, and weekly lessons in Drawing. In United States History, Benedict Arnold was described as, "The traitor of the Revolutionary War. He fought with great bravery at Quebec and at Saratoga. He was reprimanded by Washington for dishonesty, and then he tried to surrender West Point to the English. He escaped to England." The City of Washington was thus described in answer to a question in Geography: "Washington City is the Capital of the United States. It is on the Potomac River, and was named in honor of the first President. It has many beautiful public buildings. Two Presidents, Lincoln and Garfield, were assassinated there." In arithmetic, almost all the pupils performed problems like the one appended: "If I take 13,729 from the sum of 8,762 and 14,967, divide the remainder by 50 and multiply the quotient by 19; what is the product?"

First Class.

The first class was under the instruction of Mr. Thomas F. Fox, and in it were twenty-one pupils, with a standing of eight years. The outline of studies included English Grammar, Composition, United States History, Geography, Arithmetic, Book-keeping, Penmanship, Hymns, and the Bible. Daily instruction had been given in lip-reading, and the classes had received a lesson in drawing an hour each week. The following are specimens of the questions proposed to them. "In what respects does a phrase differ from a clause?" "Was President Lincoln opposed to slavery?" "By whose orders was the Apostle Peter imprisoned?" "What is a Prime Number?" "How does Double Entry book-keeping differ from Single Entry?" Having been asked to write something about the Strikes, they each wrote a number of sentences, of which the following is an example: "*Strikers* is the name given to a number of persons who refuse to work, because they are not satisfied with the wages or the number of hours of work. They have a right to leave their own work, but they have no right to stop others who wish to take their places. They often cause much trouble. This year, there have been several riots, with loss of life, on account of strikes. These disturbances are dangerous, for they do not always help the working people, but very often harm them." R. R. T.

JUVENILE DEPARTMENT.

Under this heading come the three primary classes of little boys who are domiciled at the Mansion House. They are in all fifty-one, their standing being from six months to four years.

Third Class.

In this class there were twenty-nine pupils, arranged in two sections—, under the instruction of Mr. C. W. Van Tassel. In the least advanced section, whose standing was from two weeks to eight months, there were eleven boys, who had been taught the alphabet, both manual and written, and penmanship. They had learned the names of twelve objects, and could write them plainly. The other section was composed of eighteen pupils, whose standing ranged from four months to one year. They had studied Language Lessons and Scripture Lessons, and had had daily exercises in Numeration up to one hundred, and also in penmanship. In all of these they showed great progress.

Second Class.

The next higher class was that in charge of Miss Elizabeth Mitchell, who had given instruction in lip-reading to the fifty-one pupils in the

Juvenile Department, but had paid special attention to three little semi-mute boys, with a standing of four years. Their studies had been Geography, United States History, Arithmetic, and the Bible, with regular exercises in Letter-Writing and Lip-Reading. Appended is a specimen of their ability to express themselves in written language : "This is our examination day, and we have just finished all our work. We are very glad that we are through, because we are very wild to go home. We hope we did not make any mistakes in the questions we were asked. I feel very happy that I will soon go home."

J. H.

In all the subjects, in which they were examined, these boys made an excellent showing.

First Class.

There were nineteen pupils in this class, with a standing of two and three years, Miss L. C. Rice being their instructor. The studies pursued had been Language Lessons, Scripture Lessons, Arithmetic, and Penmanship, with exercises in Letter-Writing. The pupils were divided into three sections, each section using different portions of the same text-books, according to differences in the degree of improvement. The papers of these boys were all well written, the penmanship being a noticeable feature. Appended is a specimen of their use of language. "This is the eighteenth day of June. It is our examination day. My teachers have been kind to me, and I thank them. This is the last day of school. We shall go home soon. It was sultry yesterday, but it is chilly to-day. I have tried to improve in school. I love Dr. Peet very much. Dr. Peet told Miss Rice some of the boys are improving in language."

W. L.

Class of Blind Pupils.

The two blind deaf-mutes, James H. Caton and Richard T. Clinton, composing this class, under the instruction of Mr. Thomas F. Fox, were examined by the Rev. Dr. Weston. Caton's course of instruction included Modern History, English Literature and Mental Arithmetic, with Original Compositions on the type-writer. His use of language is shown in the appended account of William Tell. "It is said that Tell was taken prisoner by Gessler. He was promised his liberty, if he could, with an arrow, hit an apple placed on the head of his son. He did so, but Gessler did not keep his promise. Tell afterwards escaped and headed an insurrection against the Austrian Authority." Clinton's studies comprised Miscellaneous Lessons in language, Short Stories, Hymns, and Compositions on the type-writer. The papers of both of these boys were written by themselves on their type-writers, and were

as neat and regular as could be written by any person, possessing both sight and hearing.

FEMALE DEPARTMENT.

Seventh Class.

The lowest class of girls contained seventeen pupils of one year's standing, under the instruction of Miss Myra L. Barrager. On account of difference of time at school, they were divided into four grades, the lowest of which had only mastered the names of a few objects, while the first grade had learned the alphabet and had studied parts of Language Lessons, Scripture Lessons and Arithmetic. They had had daily practice in Penmanship and weekly lessons in Drawing. The advanced grade had committed to memory the Lord's Prayer, and the Hymn, "Nearer, my God, to Thee." All of them, in their examination, wrote the prayer and hymn correctly, as well as the names of objects, their own names, ages or addresses.

Sixth Class.

The next higher class of the Female Primary Department, likewise taught by Miss Barrager, had twenty-one pupils, of two years' standing. They had studied Language Lessons, Course of Instruction, Part III., Chart of Predicates, Scripture Lessons, Penmanship, Arithmetic and Hymns. They had had weekly exercises in Letter Writing and Drawing and a daily drill in Lip-Reading. We reproduce from the examination papers, the following story which was translated from signs: "A bad boy found a dog in the streets. He carried it to a lion's cage and threw it in. The poor dog was dreadfully frightened. He expected to be eaten. But the lion pitied him, and did not hurt him. He gave the dog some meat. They lived together for several years." The pupils gave excellent answers to questions in the history of animals, and wrote correctly the Lord's Prayer and two hymns.

Fifth Class.

This Class had been under Miss Jane T. Meigs. It contained seventeen girls, of three years' standing, all of whom were in attendance at the examination. Their studies had been Course of Instruction, Part III., Scripture Lessons, Arithmetic, Language Lessons, Penmanship and Lip-Reading. One hour a week had been devoted to Drawing, under Madame Le Prince. We select the following as a specimen of the language used by these pupils:—

MY DEAR MA :—I am happy when I am writing to you. I like to be at school. I will come back in September. Are all well at home? I hope so. I am trying to be a good girl. I am happy and well. We have flowers in our school-room. I am fond of them. I am longing to see you. Miss Meigs is a good teacher, and is kind to me. I think I have learned much this year. Good bye.

Your affectionate daughter,

K. G.

Fourth Class.

Miss Meigs also taught the Fourth Class, consisting of eighteen girls of four years' standing. They had studied Geography, Language Lessons, Arithmetic, Scripture Lessons, Peet's Course of Instruction, and Hymns. They also had had exercises in Penmanship, Drawing, Letter Writing and Lip-Reading. These pupils made correct replies to quite a number of questions on the different studies. The following are examples: "Joseph's brothers took his coat and dipped it in the blood of a kid. Then they took it to their father Jacob. He thought some beast had killed his son. But Joseph's brothers had sold him." "Quadrupeds are animals with four feet. Some of them are born blind and helpless. Then their mothers must take care of them." "Birds have two feet, two wings and a bill. They are covered with feathers. Their feathers are often very beautiful." "The sun rises in the east. At noon it is overhead. It sets in the west in the evening."

Third Class.

The Third Class was under the care of Miss Josephine L. Ensign. In it were sixteen girls of five years' standing, whose studies embraced Scripture Lessons, Geography, Selected Lessons on different topics, Arithmetic, and Hymns. They had had daily lessons in Penmanship and Lip-Reading, and once each week had had instruction in Drawing. Here are specimen answers to questions given in the examination: "The Chinese are a very ingenious people. They carve beautiful fans and images in ivory, make handsome cups and saucers, and cultivate the earth with great care." "Samson was one of the judges. He was the strongest of men. God gave him great strength to deliver the Israelites from the Philistines. He killed many Philistines, and once rent a lion in pieces." "Europe contains a great number of powerful nations. The people are highly civilized. They speak different languages. Most of them are Christians."

Second Class.

In the Second Class there were twenty-two girls, with a standing of six years. Throughout the year, they had been under Miss Josephine L. Ensign, and had studied Universal History, Geography, Arithmetic, Grammar, Penmanship, and the Bible, with exercises in Model Letters, Lip-Reading and Drawing. All had committed several hymns and the Ten Commandments to memory, and had had frequent exercises in writing dialogues as an aid to acquiring a correct use of language. That they succeeded in doing so will be seen from the following: "The Bible is divided into two distinct parts called the New Testament and the Old Testament. There are thirty-nine books belonging to the Old Testament, and twenty-seven belonging to the New Testament. They

are divided into Chapters. There are more than nine hundred chapters in the Old Testament, and more than two hundred and fifty in the New. The first book of the Old Testament is called Genesis. It begins with an account of the Creation of the earth and of the first dwellers on the earth."

First Class.

The most advanced class of the Female Grammar Department had twenty young girls, with a standing of seven years. The class had been instructed by Miss Ida Montgomery, the course of study being Geography, United States History, English Grammar, Arithmetic, the Bible, Composition, and National Songs and Anthems. They had committed some three hundred Proverbs to memory, had had exercises with Outline Maps, had devoted much time to Lip-Reading and Aural Development and had received a lesson in Drawing an hour each week. The papers of these pupils are so voluminous and so generally well written, that, from want of space, it becomes difficult to give more than a comparatively few specimens. Appended are some questions and answers taken at random: "Which country has the best schools?" "Germany; but I think the United States have more schools than Germany." "Which European country do you love best?" "Why?" "I love England best; because my ancestors are English, and I read and write the English Language." Of Patrick Henry, one wrote: "Patrick Henry was the greatest orator of the Revolution. He is noted for the wonderful effect of his first speech in public. When the Declaration of Independence was being discussed in Congress, Patrick Henry said: 'Cæsar had his Brutus, and Charles the First his Cromwell, and George the Third may profit by their example.' He resolved to study law, and after six weeks' study of the subject, was admitted to the bar and became a great lawyer." A pleasing exercise showed their sense of humor. They wrote a number of original questions and answers, as a play upon geographical names, of which the following will serve as specimens: "What mountains do we like best to wear when it is warm?" "White Mountains." "By what river do we get injured?" "Fall River." "What city of the United States improves our minds?" "Reading." "What river of the United States gobbled up poor froggie?" "Duck River." "What cape of the United States should have a queen?" "Cape May." "What river do ladies fear?" "Snake River." "What islands are young ladies and gentlemen fond of?" "Society Islands." "What islands ought we to be, in our intercourse with other people?" "Friendly Islands." "What is the lightest city yet known?" "Cork." "Name a city without which no woman considers her toilet complete." "Cologne."

THE HIGH CLASS.

The two divisions of the High Class, male and female, were, as has been already stated, examined by Rev. Dr. Bliss, from whom has been received the following report :—

To the Committee on the Annual Examination :

*Gentlemen :—*On the 18th instant, I examined, at your request, the Male Division of the High Class, taught by Prof. W. H. Bishop.

A new departure has been made in this class, during the past year, that of imparting instruction by means of language only, instead of by signs, after the example of the Royal Institution for Deaf-Mutes, in Paris, and other principal schools abroad. In this way, every lesson, no matter what its subject, becomes a medium of instruction in the English language—which is as truly a foreign tongue to the deaf-mute, as if he were foreign born, and thus the pupils are better fitted to meet their responsibilities among hearing people, with whom they must live after leaving school.

On beginning the examination, an impromptu address of welcome to me was written by each pupil on his blackboard. This served as a specimen of English composition, and also showed the quality of the several hand-writings, and one could not but be struck with the excellence of the former and with the celerity and symmetry of the latter.

To give an idea of the general character of these compositions, here is one of the briefest and simplest of them :—

“REV. DR. BLISS :—It is a great pleasure for us to welcome you here to examine us to-day. Examination day has long been looked forward to. We are greatly indebted to this Institution, where we received the light with which we can see the difference between right and wrong. When we first came here, we could neither read nor write, but now we are quite different from what we used to be. May the Institution continue to do its good work, and let no deaf-mute remain in darkness at home.

“Very truly yours,

“F. M. H.”

The first study taken up was Houston's Physical Geography, a book of considerable size and value, which has been completed during the year. Ready and satisfactory answers were given to such questions as : What is the general direction and cause of the Equatorial (ocean) currents ? What are the conditions that produce forests, prairies, steppes and deserts ? What countries are inhabited by the Caucasian Race ?

The study of English Grammar, next passed in review, the text book being Kerl's Common School Grammar, which is also in use at the National College of Deaf-Mutes, in Washington. The pupils showed a good knowledge of the elements and principles of this study—to them

a necessarily difficult one—and replied with facility to the questions put to them. In this connection, I was interested in noting the use of Dr. Peet's Grammatical Symbols, a series of simple and ingenious hieroglyphs serving to picture to the eye the nature and direction of the different parts of speech, and of sentences.

Then, taking up the History of the United States (Higginson's), the pupils proved their proficiency in this branch of study, by intelligent answers to the queries: Who were the Mound-builders? Who were the Puritans? What of the settlement of Virginia? and so on.

In the Examination upon Arithmetic, exercises were given of a varied character, calculated to test thoroughly the acquaintance of these pupils with this important and most practical branch of knowledge. A long sum in Addition, that might have taxed the powers of some book-keepers, was readily done, as were others involving the Tables of Measures, and others in Fractions, Decimals, Interest, etc. The result showed marks of very good attainment in the science of numbers.

As to the memory lessons of these scholars, there was pleasant evidence of their well-cultivated powers in this direction, in their being able to write out with remarkable correctness such pieces as, "Rock of Ages," "Jesus, Lover of my Soul," the Twenty-Third Psalm, Longfellow's "Psalm of Life," and others.

During the year, the class had been made familiar with the book of The Acts, and so questions upon this were in order, such as these: The Acts—the meaning of the name? Who was Stephen, and how did he die? What about Paul? Of the answers to these questions, the following may be taken as a type: "Saul was a very wicked man, and was fond of persecuting the people who were Christians. On his way to a city, named Damascus, where he intended to kill the Christians, in company of his soldiers, he lost his sight by the light God sent. He did not know why he lost his sight, and God told him he had been treating the Christians very cruelly, and wished him to understand that he must not do so again. Then God wished him to preach to the people in every town, how Jesus Christ came to this world. He often escaped being murdered, because he spoke much of Christ, the Son of God. He was the ablest apostle. The life and adventures of St. Paul are very interesting.

P. M.

At this point, the Rev. Dr. Gallaudet entered the class room, and proposed some questions, calling forth the general information of the pupils. Among others, he asked: What character of the present day interests you most? Most of the class answered this seriously, and the general choice centered upon Mr. Gladstone, respecting whom, and the present phase of the Irish question, they showed clear intelligence. But one, with a touch of humor—showing that these pupils are not less quick

and keen in this way than those who have their hearing, wrote this reply: "The person who interests *me* most at present, is *the examiner!*"

The examination closed with a trial of Lip-Reading, wherein I was able to communicate, by word of mouth, quite easily and intelligibly, with some of the class.

As to the Female Division of the High Class, I have been asked to report also upon the work done by the pupils of this class, which is under the care of Miss Ida Montgomery. Though not having been able to give so much time and attention to this as to the other division, yet I should judge, from the examination I have made of their papers, that the scholarship of these young ladies might compare most creditably with that of their brother students.

Their work in English and American History calls for special notice. In the former, such questions were answered at length as:—"Who was the first sovereign of the Stuart family, and upon what relation did he base his claim to the throne?" "James I., (James the Scotchman), he was a cousin of Queen Elizabeth, the Virgin Queen, through his mother, Mary Queen of Scots." "Mention two reforms proposed by the Chartists?" "The repeal of the Corn Laws and Free Trade, and a Reform in Parliament. They clamored for Reform in the early part of Victoria's reign." "Give the name of the officer who commanded the fleet in the Battle of the Nile, and the result of the battle?" "Lord Nelson, who gained a brilliant victory for England. It was during this terrible battle that—

'The boy stood on the burning deck,
Whence all but he had fled'—

and waited for his fathers's call in vain."

"For what was each of the following men noted:—Duke of Marlborough, Edmund Burke, and Henry Howard?" "The Duke of Marlborough, for his power and influence during the reign of Queen Anne, whose Prime Minister he was. He was also a great soldier. Edmund Burke was a famous British orator and statesman, and friend of America. Henry Howard, Earl of Surrey, was a good and literary man, beheaded in the time of Henry VIII. He was a great friend of Sir Thomas Wyatt. It is a pity that we have to say his own sister caused his death, by saying he used the king's initials 'H. R.,' when they were an ancestral signet, and did not mean any such thing as Henry Rex."

And in American History, they have written on points like the following:—

In what part of North America did the French settle?

"They settled in Canada and along the St. Lawrence River, and the

Mississippi and along the Great Lakes. Their first permanent settlement was made at Port Royal, in Acadia, or Nova Scotia, in 1607."

When and where was the first permanent English Colony in North America made?

"At Jamestown, in Virginia, in 1607, by people under the London Company. They were all men, for they hardly expected to stay there, but they thought that they would dig gold and silver, and trade with the Indians and become rich, and then return to England. The character of these settlers differed very much from that of the Pilgrims, at Plymouth, for they were lazy and did not take any trouble to provide for themselves or to cultivate the soil, and their provisions were to be brought from England, and John Smith, who was a man of great intelligence, and who had met with many wonderful adventures in his life, traded with the Indians for corn and some other needful things, and if it had not been for him the colony would have been a failure."

Tell me about the settlement of Massachusetts?

"Massachusetts was settled in 1620 by the Pilgrim Fathers, who came here December 21st, from England, to escape from religious persecution, to which they were subjected in England, and to worship God according to their own belief. When they first came here, the ground was covered with snow and the weather was very cold; but they made themselves as comfortable as they could in rude log cabins. During the first winter, they suffered greatly from the cold and from want of food, so that before the first spring half of the little band had perished. Among them that perished was their first governor, John Carver. But they were better off toward Spring, for the Indians were very kind to them, and gave them food and showed them how to cultivate Indian corn. This colony was governed by themselves, and their government was a pure democracy. But the colony grew very slowly. But still it was firmly established and it remained an Independent Colony for seventy years, when, by order of the King of England, it was united with Massachusetts Bay Colony, and then became a royal Province that lasted down to Independence. The first governor of this colony was John Winthrop, a man of great wisdom and firmness as well as of nobleness, and who was greatly esteemed and honored by the people, and several times appointed Chief Magistrate of the Colony, and is still honored as one of the greatest men of Massachusetts."

How long did the colonies remain under English rule?

"Till 1776, when the Declaration of Independence was passed."

What were the causes of the Revolution?

"They were the Stamp Act, the Navigation Act, Taxation without Representation, Writs of Assistance, Mutiny Act, Boston Tea Party and Boston Massacre. The English Government thought they had the

right to tax the people as they pleased; but the Colonists, knowing the laws of England, would not submit to the unjust claims of England, unless they were allowed to send their own representatives to the English Parliament. But this the English Government would not allow; so no wonder they refused to pay any taxes."

Who was made Commander-in-Chief of the American Forces ?

"George Washington, whom the Americans call the 'Father of their Country,' because he was the man who secured them their liberty and independence."

Mention some of the famous men of the times that tried men's souls ?

"George Washington ; Thomas Jefferson, the author of the Declaration of Independence ; John Adams ; John Hancock, the first signer of the Declaration of Independence ; Patrick Henry ; Richard Henry Lee, who proposed that the United States should be Free and Independent States ; Robert Morris, who advanced 1,400,000 dollars to the cause of his country ; Paul Revere, noted for a celebrated ride from Boston to Concord ; John Jay, Chief Justice ; Alexander Hamilton ; Samuel Adams ; Thomas Sumter ; Francis Marion ; Paul Jones. Foreigners that served under Washington :—Marquis De La Fayette, a French Nobleman ; Baron De Kalb, a German Officer ; Baron Steuben, who was of great service to America, as he introduced the European tactics into the United States Army, having served under Frederick the Great ; Count Pulaski, and Thaddeus Kosciusko, both from Poland."

In what war did Washington first distinguish himself ?

"In the French and Indian War, in which he exhibited great judgment, bravery, composure, coolness and wisdom; so no wonder that he was afterward appointed commander-in-chief in the great war for Independence."

When and where did the first battle of the Revolution take place ?

"At Lexington, in Massachusetts, April 19th, 1775. The English attempted to capture the United States' ammunition, which was kept at Boston, but the colonists quietly removed it to Concord. The English somehow got knowledge about it, and determined to capture it, and they then marched toward Concord. But Paul Revere rode from Boston in advance of them, so they could make some preparations to resist them. So when the English came near Lexington, they found the colonists prepared for them, and would have been utterly destroyed, but for the help that arrived to them from Boston."

When and where did Lord Cornwallis surrender ?

"At Yorktown, Va., which was the last battle of the Revolution, in 1783, and on the 25th of November of the same year the red coats evacuated New York, and the Independence of the United States was acknow-

ledged, because when they left New York harbor, the American Flag was waving in the breeze to the displeasure and humiliation of the English."

When and where was Washington inaugurated President ?

"In New York City, at the Old City Hall, April 30th, 1789."

What are the three departments of our government ?

"They are the Executive, the Legislative, and the Judicial."

How many presidents of the United States have there been ?

"There have been twenty-one presidents. The present is Mr. Cleveland, who is the twenty-second president."

Who was President in 1812 ? What was the cause of the war of 1812 ?

"James Madison was the President. The principal cause of the war of 1812, was the impressment of American seamen. France, with whom the United States had had some trouble, had now removed all her interference with American Commerce, but England continued to place great difficulties in its way. They also claimed to have the right to search every Union ship to see if any British born citizen was among the sailors, and if they found any, they bound them and took them into the British Navy. Several hundred American citizens had been forced into the British Navy, till at last the United States could bear it no longer, and so the war of 1812 followed, at the end of which the right of search claimed by Great Britain, was relinquished"

Who was President at the time of the Mexican War ?

"James K. Polk, the eleventh president. The war with Mexico lasted two years, and the Americans were victorious on every hand. The cause of this was a disputed boundary line between Mexico and Texas. Texas had belonged to Mexico, but had separated itself from it and become an Independent State, and had asked to be admitted to the Union while John Tyler, the tenth president, was in office. But they were refused, as he feared that Mexico else would wage war with the United States. But when James K. Polk was inaugurated, he, at once, allowed Texas to be admitted to the Union. The United States gained a large accession of territory by this war."

What were the causes of the Civil War ?

"They were the Fugitive Slave Law, the Dred Scott Decision, the Kansas-Nebraska Bill, and John Brown's Raid, which led to a secession of a number of the slave-holding States."

What can you say of Abraham Lincoln's administration ?

"Lincoln, who was the fortunate one of the four candidates to succeed Buchanan in the Presidency, was a man of great nobleness, and he possessed the best qualities of heart and mind. He said in his inaugural address these beautiful words, 'With malice toward none and charity for all.' His administration was a very wise one, but he had

great trouble and responsibility thrown on him. The South, who were disappointed at the election of Lincoln, had asked the United States Government to acknowledge their independence, but they refused it, Lincoln declaring that no State could lawfully withdraw from the Union. So the South prepared for war, and they fired the first gun on Fort Sumter, which was in command of Major Robert Anderson, who was a Southerner, but a true patriot and loyal to the Union. The firing was kept up thirty-four hours, and then Anderson was obliged to surrender the fort. This news spread as fire throughout the whole North, and they were so indignant, that they all at once prepared for war, so that only two or three days after the firing on Fort Sumter, the 19th of April, they were able to march toward Baltimore, where the first blood of the great rebellion was shed.

“In 1863, on New Year's day, Lincoln issued the Emancipation Proclamation, of which he was the author. He had previously said that if the South did not stop the war before that time, all the Southern slaves should be liberated, which also happened, for the South continued the war.

“In 1865, Lincoln was re-elected, with very little opposition from the North. In the same year, April 9th, Lee surrendered to Gen. Grant. And now the war was at an end, and the whole North were rejoicing, and the soldiers returning home in the sweet anticipation that afterwards they should live in peace, when the news came that Lincoln was shot, and so they were thrown from their joy to the deepest mourning.”

In their treatment of these topics, they evince excellence in their method, as well as in their style of expression, while they show breadth and thoroughness in their historical knowledge.

Looking at all that has been done by this class in both of its divisions, and in view of the assiduity and earnestness of these pupils, the opinion of an unbiassed judgment must be that they deserved marked approval, while to their painstaking and accomplished instructors all due praise is accorded. As one grows more conversant with the work of this truly beneficent institution, in its educational, and especially in its moral influence upon those under its care, the interest in its welfare deepens, while the prayer goes up to Him who is the Author of all minds and the Inspirer of all hearts, that His rich and abiding blessing may be upon all connected with it.

Yours sincerely,

WASHINGTON HEIGHTS, June 22, 1886.

JOHN C. BLISS.

LIP-READING.

Instruction in this branch, had been given to all the pupils, excepting the two blind deaf-mutes, by eight of the regular corps of instruc-

tors, assisted by five aspirants. The basis of instruction had been Dr. Peet's Phonic Analysis. By this system the sounds of the English language are so classified and arranged that the pupil is able, not only to perceive each position taken, and motion made by the organs of speech, but he can also readily estimate their orthographic value. Practice in this phonic alphabet removes all necessity for guessing at what has been spoken, and, because the utterances of the speaker are analyzed, lip-reading is rendered exact and certain.

The examination was thorough, and the results were highly satisfactory.

AURAL DEVELOPMENT.

A series of careful tests had shown that seventy-four of the pupils in attendance at the Institution, possessed a sensitiveness to and appreciation of voice-sounds sufficient to warrant the attempt to develop and cultivate, by means of instrumental aid, their latent hearing, and to render it available for educational purposes.

An ear-piece and tube devised by Prof. Currier, made it possible for the pupil to hear his own voice as well as that of his teacher, so that the same course as that pursued in teaching the hearing child to attach significance to sounds, could be followed.

These pupils had been under the charge of Prof. Currier, assisted by three lady teachers, and the results, as attested by the examination, were equal to the most sanguine expectations.

ART.

Instruction in Art had been given by Madame Sarah E. Le Prince, to every class in the School one hour a week, and in special cases, pupils had received extended instruction. The report of the Examiner Monsieur L. Kowalsky, is hereto appended :

“NEW YORK, JUNE 20th, 1886.

“DR. ISAAC LEWIS PEET, *Principal New York Institution for the Deaf and Dumb.*

“DEAR SIR: I have had the pleasure to visit your Department of Industrial Art, conducted by Prof. and Madame Le Prince, and beg to congratulate you earnestly on the flourishing condition in which I found it.

“The works of the pupils, girls as well as boys, are essentially practical and calculated to secure them on leaving your Institution work at the same time interesting and profitable.

“The Ceramic works especially appear to me to open a large field. on account of their numerous applications to Decoration.

“The number and quality of the Drawings show great activity and a marked progress from beginning to end of year.

“I have noticed that all were drawn from the Object ; it is the only good system ; but I am surprised to see so few Plaster Casts in a school of the importance of yours ; it is a gap which wants filling up soon as possible ; it is however the only one I noticed.

"On the whole, Mr. Principal, I have been agreeably surprised to find the deaf-mutes in your Institution in such good way, and carry away the best souvenir of my interesting visit and your kind reception.

"Please accept, Mr. Principal, the expression of my highest regards.

"L. KOWALSKY, *Artist Painter.*"

COMPETITIVE EXAMINATION.

A special competitive examination of the graduating members of the High Class to determine the awarding of diplomas, the gold medal, the prize for Rhetoric and the Harriet Stoner Testimonial, was conducted by Professors Currier and Fox. The topics embraced the regular High Class curriculum, including English Grammar, Composition, English History, United States History, Arithmetic, Mathematical Geography, Physical Geography, Natural Philosophy, Moral Science, the Bible and Hymns. The awards, as determined by this examination, will be seen in the resolutions directing the conferring of diplomas and prizes.

THE BACCALAUREATE SERMON.

The closing Sunday Service of the Academic Year was held in the chapel of the Institution, on Sunday afternoon, June 20th, when a large audience of pupils, graduates and visitors, listened to a "Baccalaureate Sermon," delivered by the Principal, of which the following is a full synopsis :—

MATTHEW 5 : 48.—"*Be ye, therefore, perfect, even as your Father which is in Heaven is perfect.*"

"Perfection in anything is its complete adaptation to the purposes for which it was designed. Perfection in the bee produces entirely different results from perfection in the bird ; perfection in the herb, from perfection in the tree ; perfection in the marble, from perfection in the diamond ; perfection in iron, from perfection in gold ; perfection in the watch, from perfection in the steam-engine ; perfection in man, from perfection in beast.

"God, the only uncreated being, is perfect in wisdom, power, holiness, justice, goodness and truth. His intelligence is perfect. His character is perfect. His works, however grand, or however minute, are perfect. His plans are perfect. His government is perfect. To us, His relations as our creator, sovereign, father and friend, are so intimate, that the knowledge of His perfection is the source of our greatest comfort and happiness. Placed in a world, which He made, and surrounded by circumstances, which He controls, we are entirely dependent on Him, and were He not perfect, we should have constant ground for fear. Knowing, however, that His laws are unchangeable, that His love is boundless, and that He designs our good, we have only to seek and do His will, in order to enjoy the blessings which He

bestows upon us. As His children, He wishes us to be like Him, to love Him, and, thus, to glorify and enjoy Him.

“This was His purpose in our creation. To this end, He endowed us with many of His attributes and gave us the opportunity of exercising many of the functions which He performs. For our encouragement, He accomplishes many of His purposes through us, and makes us His agents here in the world ; and, in all that we are, and, in all that we do, He wishes us to be perfect. Nothing short of this should satisfy us.

“To you, my dear friends, this subject has a peculiar application. You came here, most of you, deprived, from your childhood, of one of the most important avenues of information. This had placed you at a disadvantage compared with those who possess the sense of hearing. It had shut you out from the possession of language, from an appreciation of the difference between right and wrong, from the knowledge to be obtained from books and from intercourse with your fellow men, and yet to you, as well as to others, God, through His blessed son, Jesus Christ, has said, “Be ye perfect, even as your Father which is in Heaven, is perfect.”

“You are to be perfect :—

“1st. In what you are.

“2d. In what you do.

“To help you to be perfect in what you are, He established this Institution. The defects of Nature were here to be overcome. Your minds were to be developed. A mastery over language was to be given you. The elementary principles of Science were to be imparted, and the means of obtaining your support were to be brought within your reach.

“But the development of intelligence, knowledge and capacity, were only a small part of the work to be accomplished. You were to become something more than an intelligent machine. The right cultivation of the emotions, the sensibilities and the will, so beautifully described in that part of our Saviour’s sermon on the mount, which is recorded in the fifth chapter of St. Matthew, which closes with the words of our text, was still more necessary. Correct principles were to be established in your minds, and correct habits in your lives. Honor, purity and truth were to be interwoven as a chaplet for your brow. Sorrow for the sin by which you had grieved your good father in Heaven, and love to Him were to be implanted in your hearts. Love to your fellow men and anxiety for their welfare were to be made animating motives of your conduct ; and that you might grow in all this true wisdom and virtue, and thus become fitted for eternal life hereafter, you were to be brought into living union with Jesus Christ,

your Saviour, who 'hath brought life and immortality to light through the gospel.'

"Let us now consider briefly the importance of your being perfect in what you do. Much of this is involved in the idea of becoming perfect in what you are. Your teachers have done much for you, but they have benefited you little, if you have not done much for yourselves. Keep on doing. Remember that you are not yet perfect. Let this thought keep you humble, and, at the same time, make you earnest. But this is not all that is required of you. You are to return to the State which has given you the means of Education, a compensation, not only by being intelligent Christian men and women who will keep the laws and live peaceably with your fellow men, but also by earning your own support and contributing to that of others. In this, determine that you will be perfect. 'First,' as Ruskin says, 'learn what you have to do, then do it.' Be persevering. Let nothing go from your hand till your part of it is finished. Be known by the quality of your work. Try to equal the best and most intelligent hearing persons in every respect, and surpass them when you can. But attempt nothing for which your education and your talents do not fit you. It is better to be a skillful artisan than a poor artist; a thorough tiller of the ground than a feeble teacher of the mind. Especially, be honest, manly and independent.

"Thus would I bid you farewell. Some of you will, after your vacation, return to the Institution, prepared, I hope, to derive greater benefit than ever from the instructions here imparted. Others will leave, to put in practice, in the great world, what they have already learned. But let us, one and all, say in our hearts, 'In all that I am, and in all that I do, with God's help, through Christ, I will be perfect.'

"PLANTING THE CLASS IVY."

Towards sunset on the evening preceding Commencement Day, the beautiful ceremony of planting the Class Ivy was performed in a very impressive manner, in the presence of a large assemblage of pupils, teachers, officers, and interested visitors. When the ivy had been planted, Mr. James B. Loyd was introduced, and spoke as follows:—

*"Fellow pupils:—*This evening, as thinly webbed clouds of sadness veil azure vaults, we meet to perform the solemn ceremony of the planting of the ivy. While lingering here as pupils, we have dreamed nothing of the time when we should go forth from our *Alma Mater* on the stormy sea of life, but now that the time has come, we know that we are soon to be compelled to tear ourselves from her who has sheltered us for so many years, and on whose bosom we have reposed the best part of our life.

“As we cast our anxious eyes upon this ivy, so tenderly planted by the trembling hands of this young lady, we know that it will spread wide across these walls, as if to embrace our *Alma Mater* with its extended arms, and typify to her the dependence, with which we shall look to her teaching in our after lives.

“Whenever the weeds, which can destroy this ivy, grow near it, let them be pulled out at once. Its drooping stem will be cheered by the warm sunshine and refreshing showers. It will grow upward, and its delicate leaves burst out in gladness, and, as the ivy, so are we. Since we were admitted to this Institution as pupils, the weeds of evil, which can impair our souls, have been thrown away. We, not being strong enough to stand against evil, have been surrounded by the warm sunshine of wisdom and watered by the showers of valuable advice. Knowledge has blown darksome ignorance out of our minds, so that we are now happy in an enlightened condition.

“The ivy is an emblem of patience and perseverance. In spite of the coldness of winter and the heat of the sun, which it can bear, it will grasp these walls, as upward it climbs, and will not release its grasp from these walls to which it will cling. So we must be patient whenever we happen to meet with misfortunes and work on across them. By overcoming difficulties and discouragements, we can acquire habits of patience. We must neither hope nor desire for help, nor lean upon others, nor enjoy the fruits of the industry of others; we must work for ourselves. Patience is the sure way that leads to happiness, and perseverance leads to prosperity.

“It is with deep emotion that I address you for the last time, as we bid our *Alma Mater* a tearful farewell. We are soon to bid adieu to this Institution's fond care and instruction, and enter the vast theatre of the world. Before we pass her sacred threshold, let us determine that we will endeavor to act on the principle of doing right under all circumstances and at all times. It should be our rudder, by which we shall steer our ship on the stormy sea of life, so as to avoid the breakers of temptation. While Hope points us to its brightest pictures of happiness in the gallery of the future, let us accustom ourselves to the thought, that—

“ ‘Until the evening, we must weep and toil,
Plow life's stern furrows, dig the weedy soil,
Tread with sad feet our rough and thorny way,
And bear the heat and burthen of the day.’ ”

The exercises closed with a few fitting remarks by the Principal, who exhorted all to live the lives of good men and women, bearing in mind that the Institution received honor or shame according as the lives of its pupils were useful or worthless.

CLOSING EXERCISES.

Commencement Day exercises were held in the chapel of the Institution, on the morning of Tuesday, June 22d, in the presence of the Board of Directors, and a large audience of invited guests, and friends of the pupils. The following programme was successfully carried out :

- I. Prayer.
- II. Address by the President, HON. ERASTUS BROOKS.
- III. General Report on the Examination, by AVERY T. BROWN, Esq., Chairman of the Committee appointed by the Board of Directors.
- IV. Special Report on the Examination of the High Class, by REV. JOHN C. BLISS, D.D.
- V. Exercises by the pupils, conducted by the Principal, ISAAC LEWIS PEET, LL.D.
 1. Memory sketches in distemper, on four panels, by students in the Art Department.
 2. Salutatory, in signs, by JAMES BIRD LOYD.
 3. Illustrations of Primary Instruction, with children less than ten months under instruction.
 4. Method of teaching hearing mutes, illustrated with WILLIAM S. NEAL.
 5. Pantomimic representation—"The Shipwreck of St. Paul," by WILLIAM G. JONES.
 6. Conversations, in signs and by the manual alphabet, between JAMES HENRY CATON and RICHARD THOMAS CLINTON, two blind deaf-mutes, and exercises with the type-writer by the same,
 7. Answers to questions proposed by the audience, by—

ULYSSES GRANT DUNN,	STANLEY ROBINSON,
JOHN HENRY GEARY,	MABELLE SUSIE FISH,
FRANK MARCELLUS HOUCK,	MAY MARTIN,
JAMES BIRD LOYD,	CAROLINE PETERSON.
 8. Oral Dialogue, by JOHN HENRY HOGAN and FRANK ADAMS STRYKER.
 9. Collins's Ode to Music : "The Passions," by GEORGIE DECKER.
 10. Essay.—"Flowers," by MARIA CROAK, of the Graduating Class.
 11. Essay.—"The Influence of the Imagination upon one who is both Blind and Deaf," by JAMES HENRY CATON.
 12. Aural Development, with Prof. E. H. Carrier's Duplex Conversation Tube, MENA ECKA and MAY MARTIN.
 13. Dialogue in Pantomime, between PETER MEADE and MAY CROLIUS.
 14. "America," in concerted signs.
 15. Oration.—"The Progress of Invention," with Valedictory Address, by ULYSSES GRANT DUNN.
- VI. Distribution, by the President, of Certificates, Diplomas and Prizes.
- VII. Doxology, by a choir of girls.
- VIII. Benediction.

The exercises of the pupils were introduced by illustrations of time drawing in colored crayons, showing so high a degree of talent and of careful training, as to surprise and delight those persons who were not familiar with the degree of success which has attended the operation of our Department of Art.

The Salutatory Address, delivered in signs by James B. Loyd, was as follows :

SALUTATORY ADDRESS.

“LADIES AND GENTLEMEN :—About three quarters of a century ago, this Institution was founded by christian men, out of whose hearts gushed sincere sympathy with the unfortunate deaf and dumb. The first pupils were sent here to learn the English language, and to be instructed concerning our Saviour, the great Author of the Universe. All of them began in ignorance, but afterwards became very happy, because the light of knowledge shone through and dispelled the darkness of their minds.

“The philanthropic hearts did not stop there. Their enthusiasm increased, and the Directors, being very much pleased with the results of their first attempts, built an Industrial Department, where we are taught, by skillful foremen, how to work with our own hands at a variety of the most useful trades. We offer our grateful thanks to the Directors for their kind efforts to furnish every facility for our complete instruction in the various branches of industry.

“The trades, taught at present, are—for the boys—eight : printing, cabinet-making, carpentry, shoemaking, tailoring, gardening, house-painting and glazing and baking. This selection is obviously made to enable this Institution to profit, to some degree, from the labor of the pupils. Constant employment is of importance to us, as it gives us the opportunity of testing experimentally the excellence of our work. Printing is a very desirable trade for the more intelligent pupils. In this branch of instruction, gradual and steady progress has been made. The work, among the printers, has been conducted with intelligence and enthusiasm. In 1876, the first number of a monthly newspaper, called the *Educator*, was issued at this Institution. It was edited by the Principal, and was one of the most excellent publications of its kind ever printed. Some of the High Class, who wished to learn printing, were much puzzled, at first, to know how to set types. They did not make very rapid progress in this trade, but after hard work for a few years, they succeeded in making wonderful improvement. In 1879, the *Educator* gave place to the *Deaf-Mutes' Journal*. The *Journal* is published every week, under the supervision of Mr. Edwin A. Hodgson ; and it is the best of all the deaf-mute papers. Under his instruction, the printers have

been inspired with an ardent zeal to acquire all the technicalities of their business. They aspire to become printers of the first rank.

“In the tailoring, shoemaking, cabinet-making and carpentry shops, the boys have done splendidly, and shown great earnestness to improve their opportunities. It is most advantageous for them to be skillful in the use of tools. They have acquired, also, industrious habits. Without this industrial training, we should be in danger of falling into habits of idleness and dependence on others, and thus fail to become happy and useful members of society hereafter.

“As for the girls, some of them have learned tailoring, and they display their skill in very neat sewing. All the rest have been drilled in plain needlework, and have learned, under competent instructors, to make and mend their own clothing, and do many other similar things. They also practice daily the lighter household duties proper to their sex. Thus they have acquired habits of order, neatness and dexterity, that will contribute to their happiness hereafter, by enabling them to make their homes, and those of all such as are dependent on them comfortable and delightful.

“Visitors to the Institution, have this morning been heartily welcomed to the various shops of the Industrial Department. We are glad that they have seen it with their own eyes, and hope that their visit will prove of great advantage to the deaf and dumb; because they may tell others that the pupils here do as well in their work as any hearing persons. It is especially to be hoped that the Directors will feel satisfied with our progress.

“A considerable number of both the boys and girls, are now engaged in the Art Department, which, though established later than the others, is likely to be not less useful than they. Their work there is not simply making pictures, but it is art-work applied to a great variety of useful and practical purposes. They model in clay, carve wood, design tapestries, furniture and picture frames, and decorate china. Some of the work is done for business firms in town, and is expected to become a source of revenue to the Institution.

“On the whole, we are even more fortunate than the students in most other schools. I mean schools for hearing pupils. We are not only well-educated here in scholarship, but are furnished with the means of making our living as soon as we go out into the world. For want of such preparation, the pupils of other schools often issue forth helpless, and discontented with their lot, and become dangerous citizens and a burden on the community. A movement is now in progress toward introducing industrial training into hearing schools, in connection with the regular education by books. I, for one, am strongly in favor of it, and I shall rejoice if our example here, or any

word I have spoken, may have the smallest effect in promoting so good a cause."

The following essays were delivered by the authors in signs, and read aloud by the Principal, *pari passu*.

"FLOWERS."

" 'Spake full well in language quaint and olden,
One who dwelleth by the castled Rhine,
When he called the flowers, blue and golden,
Stars, that in earth's firmament do shine.'

"How beautiful is a bed of flowers, blooming newly and smelling sweetly in the delicate warm air, and our eyes are attracted by the glowing figures on the grassy ground. How lonely and uncomfortable the lawn is, when the flowers are frozen in the wintry and snowy ground. Our minds, while we were uneducated, were like the roots of flowers, hidden in the ground. When the sun shines on the earth, the flowers begin to bloom, and so our minds are now enlightened by the Sun of Righteousness, and, by knowing the truth, and understanding God's ways, and we try, like the flowers, silently to give thanks.

"The lily is my favorite flower, and I think it is more pure than any other blossom, and reminds me of Jesus Christ our Saviour, who said in the Bible, 'Consider the lilies how they grow, they toil not, neither do they spin; and yet I say unto you, that Solomon, in all his glory, was not arrayed like one of these.' The flowers are more beautiful than the raiment of King Solomon, who had all the riches and wisdom and glories of the earth at his command, although the flowers are only small and humble.

"What pleasure the sweet fragrance of the flowers gives us, as we walk among them, and, how full they are of comfort and promise for the sick and helpless. They are truly visible blessings of God.

"May He that hath penciled the leaves with beauty, given the flowers their bloom, and lent music to the lay of the timid bird, graciously remember us in that day when He shall gather His jewels."

MYRA A. CROAK.

"THE INFLUENCE OF THE IMAGINATION ON ONE WHO IS BOTH BLIND AND DEAF."

"To one who is cut off from all communication through the eye and the ear, imagination is the last resource left to him. Through it only, can he gain an adequate idea of whatsoever comes under his sense of touch. On it he relies for all those delicate mental pictures of persons and things that are described to him. Through its agency, all mental enjoyment is possible—devoid of it, his mind affords him no pleasure.

Such, at least, has been my experience. Take away the pleasures of the imagination from me, and my life would cease to be worth the living. Alone in my silence and darkness, I yet have my thoughts ever with me. Pictures of my old home, my parents, my school, my teachers, and my friends, appear before my mental eye, and, for the time being, make me forget they are not real. But, alas ! the reflections that follow are not always so bright, for with the pictures come the knowledge of the loss of my sense, the reality of my helplessness, and the longing wish to once more behold the features, the places, the things, which, in my youth, when my sight was keen, seemed so commonplace. And yet, such is the influence of this power of imagining, that I would not, in my present condition, exchange it for any thing less than sight itself ; for in it all my future hopes are centered. It permits me to form some idea of a future life, an existence where the loss of my bodily eyes will be no longer a hindrance to my happiness. Through it, I can appreciate the common occurrences of life as they are explained to me, adding in fancy what can not be taken in through the eye. In short, it is the only happiness left to me as an individual, and for its possession I am thankful, and regard myself as fortunate, even though I am blind and deaf. Hearing, I do not miss. I never possessed it, and have no idea what it can be. Sight, I have had, and through years of patient longing have learned its value. But even, when such sad longings force themselves on me, imagination comes to the rescue and shows me where even my miseries, such as they are, might have been worse."

JAMES H. CATON.

The literary exercises were closed with the following Oration and Valedictory, on "The Progress of Invention," by Ulysess Grant Dunn, which was read, *pari passu*, by the Principal.

THE PROGRESS OF INVENTION.

"Little did the people of ancient times dream of the change that would come over the industries of the world. In the beginning of the twelfth century, England was in a state more miserable than was ever before known in its record. The people were subjected to tyranny at the hands of a few armed foreigners, who had invaded their country. Even those most elevated in mind were governed by, or made victims of, the most cruel superstition. Many were sunk in brutal ignorance, and a few, the more studious, were engaged in acquiring what did not deserve the name of knowledge. Yet what a wonderful change has come in the course of these seven centuries, especially after the freedom of America. The wretched and degraded race of the twelfth century, have become the greatest and most highly civilized people of

the world. The removal of oppression was the result of many wonderful inventions, which, though unpromising at the beginning, generally developed most extraordinary effects. It seems as if the Divine Power had created the universe to suit all purposes that may promote the convenience of our lives. It is science that makes the inventor, and the inventor the invention. In the days of old, clumsy coaches were the fastest transit that could be had. The people seemed to be satisfied with it, and nothing better was expected until James Watt turned up with his steam engine. Thus was opened the most extensive use for mechanical appliances. It was in reference to the astonishing impulse thus given that Dr. Darwin, more than eighty years ago, wrote these verses. They are equally remarkable for their poetical enthusiasm and prophetic truth. They predicted the future triumph of the steam engine.

“ Soon shall thy arm, unconquered steam, afar,
 Drag the slow barge, or drive the rapid car,
 Or on the wide waving winds expanded bear
 The flying chariot through the fields of air ;
 Fair crews triumphant, leaning from above,
 Shall wave their fluttering kerchiefs as they move,
 Or warrior bands alarm the gasping crowd
 And armies shrink beneath the shadowy cloud.”

“ What would he have said if he had but lived to witness the immortal invention of Fulton, which seems almost to move in the air, and fly on the wings of the wind ? Yet how slowly did this enterprise obtain the public favor. Fulton related the history of his labors and discouragements as follows :

“ ‘ When I was building my first steambout at New York, the project was received by the public critics with indifference, or with contempt, as a visionary scheme. My friends, indeed, were civil, but they were shy. They listened with a settled cast of incredulity on their countenances. I felt the full force of the lamentations of the poet :

“ ‘ Truth would you teach, or save a sinking land ?
 All fear, none aid you, and few understand.’ ”

“ Soon after the discovery of the power of steam, many valuable inventions sprang up, among which was the greatest blessing that can be had by mankind. It was the powerful printing press, from which the daily papers and books are struck off. Great labor-saving contrivances, such as the wonderful sewing-machine of Elias Howe, soon followed. To mention all that have proved of great convenience, would take too long. I can only say that if our ancestors could look down upon us at present, they would think the change magical.

“ It was very gradually that it was perceived that electricity might be pressed into the service of man. A Greek philosopher noticed that

amber, when rubbed, had a strange power of attracting light bodies. He wondered much at it, and made mention of it in his writings, but died without having found the reason of it. At a later day, however, an Englishman, named Dr. Gilbert, set to work, and through his experiments, found that not only amber, but many other things had the same power of attraction. Slowly and patiently he toiled at the problem, and at last met with his reward. When men want to find out scientific truth, they do not do it by a lucky guess, nor a series of them. Sometimes it takes a whole lifetime of experiments and observations to arrive at and establish one little fact in science. So with Gilbert. He, with many other learned men, spent his time, money and brains, in finding out the truth. Thus a great deal of light was thrown upon this wonderful influence called electricity. Dr. Franklin was the first to discover that lightning and electricity were one and the same. His experiments with electricity led to the invention of lightning rods. Its greatest triumph, as applied to commercial enterprise, was the invention of the telegraph by Prof. Morse, followed by the laying of the cable across the Atlantic by Mr. Cyrus W. Field. We cannot but admire the patient labor and the vast amount of investigation that were gone through to achieve these results.

“The time and labor required to accomplish certain things, have been marvelously reduced. The steamer, which, formerly to cross the ocean, took several weeks, or, perchance, months, has reduced its record to six days. It is wonderful almost beyond expression.

“The labors of Edison, in the mysteries of electricity, in more recent days, have also accomplished astonishing results. The invention of the electric light, the illuminating power of which is so marvelous, has covered his name with glory. His latest invention is to telegraph from a moving train, and this has been a success. The statistics of the several centuries show that the progress of invention increases as the years go on. There has not been a year but has brought with it many patented inventions of great value. Thus we see the benefits of science. Science is constantly inventing machinery, and contriving articles of convenience and luxury, and in a thousand ways it cheers and adorns the pathway of our daily life.

“*Honorable Gentlemen of the Board of Directors*:—To your foresight and providence we owe more than words can tell. You provided us with a home and a school. You engaged men and women, full of enthusiasm for their work, to provide for all our wants, both physical and intellectual. We have been the objects of your constant care and solicitude ever since we came here. Now we are to leave this Institution, where we have spent our childhood, to enter into a world very new to us, which, we are told, is full of strife. We have been depend-

ent upon you until now, and henceforth we shall have to depend upon ourselves. But, thanks to the instruction we have received while here, we can meet the trials and hardships that are before us boldly, and try to be useful men and women. Wherever we go and whatever our lot may be, we shall still remember you, and our prayers will ever be that you may enjoy health and strength to continue the good and noble work you are now engaged in. Farewell.

*“Principal, Professors and Teachers:—*Now that the time has come for us to leave school, and begin our struggle in the world for fame and fortune, we must not forget to return our thanks to you for the persevering labor and untiring love you have shown while teaching us, by precept and example, to prepare for that world which we are now about to enter. You have stored our minds with a knowledge of men and things, and our hearts with the love and fear of God. We came to you as children—children of misfortune—unable to make ourselves understood or to understand others. You taught us both, and not only awakened our understanding, but stimulated our desires for a higher destiny, and now we leave you, men and women, equal in intellect and expectations to our brothers and sisters, happy and contented, and full of hope for the future, fearing not whatever that future may have in store for us. You have prepared us for the trials we may have to undergo, and taught us that in opportunities and responsibilities we do not differ from others. From you we have learned that love and gentleness, perseverance and true-heartedness, are sure to be rewarded with success when enlisted in a good and noble cause; that to be useful, unselfish, ever ready to do good to others, and ‘to love God with all our hearts, and our neighbours as ourselves,’ is the true and only way to be happy. These, your teachings, we shall not forget. Farewell.

*“To the Superintendent and other Officers of the Administrative and Industrial Departments:—*To you also we owe much. You have looked after our health and our everyday wants. We have had no care for the morrow, for that care was yours. By you, we have been trained up to love labor, and if, in our future lives, we are not called upon to practice the handicrafts you have taught us, we remember that the lessons we have learned from you will still go far toward fitting us for the duties belonging to the stations in life we may hereafter occupy. Under your care, we have grown up from little children to robust young men and women, full of the health, vigor and cheerfulness that should belong to youth. With sound bodies to give force and emphasis to the workings of sound minds, and, thanks to you, with hands trained to be the ready servants of our will, we need fear no misfortune. And so we leave you, trusting that with health and strength, and a

determination to profit by the instruction you have given us, we will overcome the obstacles that may beset our paths. Farewell.

*“ Graduating Classmates and Schoolmates :—*You are on the eve of entering into a new life. You are looking for the last time at the familiar scenes of your school life, and will soon leave your *Alma Mater* far behind you. Let it be remembered that to this school you owe your knowledge. The clouds, which once obscured your mental perception, have been dispelled, and you see now before you a new world. You have been long dependent on your teachers and the officers of this Institution, but now you can be no longer dependent on them. Your lives may be strewn full of thorns, but remember that there are also roses to be found among them. May yours be strewn with roses alone. Do not in any way act so rashly as to disgrace yourselves in the eyes of your *Alma Mater*. Be loyal, and strive hard to do honor to her teachings. Let the motto, ‘ Press on,’ which is adopted by the class of ’86, be your guide in life. The words are brief but full of inspiration, and they open the way to all victories. They solve the problem of all heroes ; they are the rule by which all wonderful successes and triumphal marches to fortune have been won. When difficulties and repeated failures come to you in life, do not despair, but let the little words, ‘ Press on,’ be ever your motto and comfort. Farewell.

*“ Schoolmates, who will return to school again :—*The time to sunder the dear ties that have bound us together has come. Sad is the process of bidding you farewell. To-morrow will find us far from here and scattered many miles apart, but let not separation be the end of our brotherly love. May the voyage of each one of you through life be full of pleasure, and when at last our work on earth is completed, and we go hence at our Creator’s call, may we all be united in Heaven never to part again. Farewell.”

After the delivery of this oration, the President formally conferred the certificates, diplomas and prizes, awarded by the following Preamble and Resolutions, recommended by the Committee, and adopted by the Board of Directors, at a special meeting held just before the commencement of the exercises.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose ; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz :—

Albert Brauer,

Frederick C. Wicke,

Patrick J. Gately,
 William H. Hackett,
 Henry Hamm,
 Robert C. Harth,
 Robert J. Henry,
 Gibson McConnell,
 Alexander Michaelis,
 John Moore,
 John O'Brien,
 John Ogle,
 Charles Pechette,
 John J. Roberts,
 Jonas S. Scudder,
 Albert Siegler,
 Lawrence D. Strobe,

Nellie Austin,
 Alesta F. Barrett,
 Margaret Bogatiska,
 Margaret A. Boyd,
 Minnie Brown,
 Grace Crolins,
 Ellen Derrick,
 Rachel Gantz,
 Cornelia Kaiser,
 Antoinette V. Lovell,
 Sarah Marks,
 Jane Richter,
 Millie L. Sanford,
 Catherine Schaefer,
 Lizzie Wiedmann,

who have completed, or within the coming academical year, will complete the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

Resolved, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, from and after the expiration of their several terms, agreeably to the existing provisions of law.

Resolved, That,

Frank D. Bouck,
 Paul Engle,
 William H. Flanagan, Jr.,
 John W. Jeynes,
 William McVea,
 Frank E. Russell,

Charles T. Thompson,
 Eugene A. West,
 Almeda M. Austin,
 Catherine Baldwin,
 Annie C. Kugeler,
 Mary A. Martin,

Isabella S. VanVarick,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby, recommended to the Superintendent of Public Instruction, to be selected for admission to the High Class.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship and character be given to the following named pupils, who have successfully completed a course of five years' instruction, viz:—

Albert Brauer,

Frederick C. Wicke,

Patrick J. Gately,
William H. Hackett,
Henry Hamm,
Robert C. Harth,
Robert J. Henry,
Gibson McConnell,
Alexander Michaelis,
John Moore,
John O'Brien,
John Ogle,
Charles Pechette,
John J. Roberts,
Jonas S. Scudder,
Albert Siegler,
Lawrence D. Strobe,

Nellie Austin,
Aleeta F. Barrett,
Margaret Bogatiska,
Margaret A. Boyd,
Minnie Brown,
Grace Crolius,
Ellen Derrick,
Rachel Gantz,
Cornelia Kaiser,
Antoinette V. Lovell,
Sarah Marks,
Jane Richter,
Millie L. Sanford,
Catherine Schaefer,
Lizzie Weidmann.

Resolved. That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz:—

Frank D. Bouck,
Peter Butterly, Jr.,
William Cotter, Jr.,
William Donohue, Jr.,
Paul Engle,
William H. Flanagan, Jr.,
Peter Fogle,
John Fritz,
William I. Harris,
John W. Joynes,
William McVea,

John Mooney,
Charles D. Oakes,
Thomas F. Penrose,
James Plunkett,
Frank E. Russell,
Charles T. Thompson,
Eguene A. West,
Almeda M. Austin,
Catherine Baldwin,
Annie C. Kugeler,
Mary A. Martin,

Isabella S. Van Varick.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class.

Ulysses Grant Dunn,

James Bird Loyd,

Maria Croak.

Resolved, That the prize for excellence in sewing, offered by Mr. Max F. Eller, be awarded to Nellie Austin.

Resolved, That the prize, offered by Mr. Max F. Eller, for the pupil showing the greatest proficiency in the art of printing, be awarded to William F. Durian.

Resolved, That the second prize for printing be awarded to Richard B. Tweed.

Resolved, That the third prize for printing be awarded to Peter Mitchell, Jr.

Resolved, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the department of art :—

For general excellence in drawing from life and objects, painting, composition, and designing :—Boys' working studio—1st prize, Charles T. Thompson ; 2d prize, Frank Avens ; and, Girls' working studio—1st prize, Frankie C. Hawkins ; 2d prize, Katie Hunt.

CHINA PAINTING

Figure and ornament—Frankie C. Hawkins.

Genre subjects—Charles T. Thompson.

Landscape—Georgie Decker.

Flowers—Caroline Peterson.

Gilding—Georgie Decker.

Rimming and grounding—Katie Hunt.

Outlining—1st prize, Ella F. Taylor ; 2d prize, Nicholas Smith.

Burnishing—1st prize, Frankie C. Hawkins ; 2d prize, Katie Hunt ; 3d prize, Almeda M. Austin.

For Modelling in Clay—Samuel M. Cocks.

For Wood Carving—George W. Wormeth.

For Perseverance—Maria Croak.

Resolved, That the monitorial prize, for order and management, offered by Madame Le Prince, be awarded to Frankie C. Hawkins and Georgie Decker.

Resolved, That the prizes, offered by the Principal, for "time and memory sketching," be awarded, 1st prize, to Charles T. Thompson ; 2d prize, Frank Avens ; 1st prize, Rachel Gantz ; 2d, May Martin.

Resolved, That the prizes, offered by Wm. A. Bond, a graduate of 1872, to the best pupil in Class IV. of the Male Department, and in Class IV. of the Female Department, be awarded to John Ogle and Catherine Knack.

Resolved, That the prize, offered by Mr. Julius A. Pfarre, for the greatest development in the comprehension of sound addressed to the ear, be awarded to May Martin.

Resolved, That the Frizzell Prize, for unremitting effort and successful attainment, whether in language, signs, poetry, or other studies embraced in the first course of five years, be awarded to Margaret A. Boyd.

Resolved, That the Cary Testimonial be awarded to Charles T. Thompson, for superiority in character and scholarship.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to James Bird Loyd.

Resolved, That the Holbrook Gold Medal for highest excellence in all the studies pursued in the High Class, be awarded to Ulysess Grant Dunn.

All of which is respectfully submitted.

AVERY T. BROWN,
JAMES O. SHELDON,
WALTER H. LEWIS,

Committee on the Annual Examination.

TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1886.

EXPENDITURES.

Groceries and Provisions.

Apples, 17 barrels.....	42 25
Baking powder, soda and cream tartar.....	66 26
Beans, 32½ bushels.....	64 00
Berries, 391 quarts.....	52 22
Buckwheat flour, 200 lbs.....	5 35
Butcher's meat, 105,321 lbs.....	8,480 13
Butter, 13,844 lbs.....	3,131 50
Canned goods.....	115 36
Cartage and freight.....	594 31
Cheese, 577 lbs.....	68 07
Chickens, 44 lbs....	8 02
Cider and vinegar, 413 gallons.....	55 56
Citron, 23 lbs.....	7 59
Chocolate and cocoanut.....	20 58
Codfish, (boneless), 620 lbs.....	39 90
Coffee (roasted), 2,905 lbs.....	408 75
Cornstarch and tapioca... ..	9 65
Crackers, 1,056 lbs.....	85 31
Cranberries, 6 crates.....	15 10
Dried fruits, 1,129 lbs.....	93 16
Eggs, 947½ dozen.....	194 60
Flavoring extracts.....	12 14
Flour, 548 barrels.....	2,817 55
Fresh fish, 3,408 lbs.....	265 22
Gelatine and ginger... ..	18 25
Hominy, 13 barrels.....	53 55
Hops, malt and yeast.....	28 00
Horse radish, 5 doz. pts.....	5 00
Ice, 134,185 lbs.....	315 77
Carried forward.....	\$17,073 15

Brought forward.....	\$17,073	15
Indian meal (Granulated), 450 lbs.....	12	30
Lard, 1,696 lbs.....	137	55
Lemons, 7 boxes.....	28	65
Macaroni, 50 lbs.....	4	75
Mackerel, 7½ bbls.....	93	57
Maple sugar and syrup.....	6	74
Melons.....	3	70
Milk, 71,223 qts.....	3,367	25
Molasses and syrup, 1,033½ gals.....	218	29
Mustard, 170 lbs.....	45	90
Oat-meal, 9 bbls.....	56	20
Oysters, 68½ qts.....	96	76
Peaches, 34 baskets.....	42	50
Pepper, 50 lbs.....	11	00
Pickles.....	37	25
Plums, 64 qts.....	3	84
Pork (salt), 2 bbls.....	31	50
Potatoes, 363 bbls.....	704	10
Potatoes (sweet), 6 bbls.....	14	50
Raisins, 4½ boxes.....	8	93
Rice, 3,718 lbs.....	238	95
Rolled wheat, 1 bbl.....	7	10
Salad oil, sauces, etc.....	16	31
Salt, 18 sacks.....	37	14
Sardines (halves), 312 boxes.....	107	20
Smoked meats, 7,518 lbs.....	654	10
Smoked fish, 9 lbs.....	1	35
Spices.....	7	95
Sugar, 13,965 lbs.....	947	62
Tea, 1,039 lbs.....	312	30
Turkeys, 702½ lbs.....	122	79
Vegetables.....	6	10
	<hr/>	
	24,457	34

Clothing.

Braid, binding and trimmings.....	37	04
Buttons.....	34	02
Cambric, 196½ yds.....	8	12
Cartage.....	36	35
Cash advanced pupils.....	326	70

Carried forward.....	\$442	23	\$24,457	34
----------------------	-------	----	----------	----

Brought forward.....	\$442 23	\$24,457 34
Check, 207 $\frac{3}{4}$ yds.....	21 44	
Cheviot, 58 yds.....	5 51	
Cloaks, 20.....	80 25	
Collars (linen), 20 doz.....	22 85	
Collars (paper), 11,000.....	115 50	
Combs, 23 doz.....	20 62	
Cord, elastic and webbing.....	4 89	
Corsets, 3 doz.....	20 09	
Corset laces.....	1 50	
Denims, 174 $\frac{1}{4}$ yds.....	20 76	
Diaper, 18 pieces.....	8 37	
Drawers, 16 $\frac{1}{2}$ doz.....	114 75	
Dress goods, 1,092 $\frac{1}{4}$ yds.....	197 41	
Dress linings 448 yds.....	39 12	
Eye shades, 2 doz.....	2 60	
Flannel, 159 $\frac{1}{2}$ yds.....	28 06	
Gas stove and sad iron heater.....	1 65	
Gingham, 1,130 $\frac{1}{4}$ yds.....	91 15	
Handkerchiefs, 40 doz.....	22 12	
Hats, 31 $\frac{1}{2}$ doz.....	173 48	
Hose and half hose, 75 doz.....	189 27	
Jean, 156 yds.....	12 04	
Knitting-cotton and yarn.....	8 73	
Linen thread, 8 lbs.....	6 40	
Mittens, 11 doz.....	22 25	
Neckties, 29 doz.....	31 50	
Overalls and jumpers, 1 doz.....	11 75	
Pins and needles.....	29 55	
Plaids, 155 $\frac{3}{4}$ yds.....	48 51	
Prints, 504 $\frac{1}{4}$ yds.....	26 59	
Razors, etc., for barber shop.....	7 75	
Ribbon, 20 pieces.....	22 16	
Scarfs, 1 doz.....	2 00	
Scissors and grinding.....	17 51	
Sewing machine repairs.....	7 55	
Sewing silk and twist, etc.....	5 10	
Shawls, 3.....	12 50	
Shirting, 2,092 $\frac{3}{4}$ yds.....	184 05	
Shoe blacking and brushes.....	28 90	
Skirts, 6 doz.....	32 00	
Carried forward.....	<u>\$2,140 46</u>	<u>\$24,457 34</u>

Brought forward.....	\$2,140 46	\$24,457 34
Spool cotton, 122 doz.....	68 05	
Suits boys clothing, 127.....	989 16	
Suspenders, 12 doz.....	28 00	
Thimbles, 2½ gross.....	3 10	
Tooth brushes, 10 doz.....	13 50	
Trunks, bags and repairs.....	21 55	
Undershirts and undervests, 30½ doz.....	222 00	
Vests, 5½ doz.....	38 60	
Waists, 1½ doz.....	2 52	
Wages of Seamstresses.....	940 97	

Leather and findings, shoe shop

account	\$1,979 72	
Machines, repairs, etc.....	53 83	
Cartage and freight.....	15 00	
Rye flour for paste.....	1 12	
Wages of Shoemaker.....	900 00	
	<hr/>	2,949 67

Cassimere, 1207 yards, tailor

shop account.....	1,075 59	
Linings and trimmings.....	989 72	
Sewing machine repairs.....	37 52	
Cartage	12 00	
Wages of tailor and tailoress..	721 00	
	<hr/>	2,835 83

10,253 41

Furniture.

Ash cans, 2.....	3 15	
Baskets and repairs.....	75 33	
Bath brick and silicon.....	6 15	
Britannia pitchers, 2 doz.....	40 50	
Brooms, 27½ doz	99 95	
Brushes, 27½ doz.....	80 95	
Camphor, 15 lbs.....	3 75	
Cane for chair seats, 35 bunches.....	19 25	
Carpeting, 162 yds.....	139 80	
Cartage.....	48 00	
Chairs, 6½ doz.....	51 00	
Chamois skins, 4.....	2 00	
Clocks and repairing.....	15 35	

Carried forward.....	<hr/>	<hr/>
	\$585 18	\$34,710 75

Brought forward.....	\$585 18	\$34,710 75
Clothes pins.....	3 00	
Coal hods, 2.....	90	
Corrosive sublimate	1 45	
Cotton batting, 50 lbs.....	7 25	
Crash, 1,466½ yds.....	172 52	
Crockery and glass ware.....	171 59	
Enameled cloth.....	67	
Feather dusters, ½ doz.....	5 40	
Gas fixtures.....	18 65	
Knives and forks.....	29 77	
Lamps and chimneys.....	2 16	
Looking glasses, 3 doz.....	27 37	
Matting, 28½ yds.....	19 74	
Mattresses re-made, 486.....	292 80	
Mattress twine, 12 lbs.....	6 60	
Mops and handles, 10½ doz.....	26 50	
Moss and hair for mattresses, 145 lbs.....	22 70	
Napkins, 2 doz	3 10	
Pails, 5½ doz.....	15 50	
Prints, 192½ yds.....	8 65	
Quilts and counterpanes, 50.....	57 50	
Repairing furniture.....	65 30	
Repairing tin and copper ware.....	134 19	
Rubber sheeting, 20 yds.....	9 00	
Russia iron meat pans, 10.....	26 00	
Sheeting, 1,429 yds.....	194 51	
Small kitchen wares.....	6 59	
Spool cotton, 62 doz.....	35 20	
Stools, 2 doz.....	6 50	
Stove repairs, pipe, etc.....	62 09	
Straw for bedding, 16,648 lbs.....	152 80	
Table linen, 74½ yds.....	41 19	
Tickings, 506 yds.....	78 42	
Tin ware.....	186 94	
Toweling, 272 yds.....	46 06	
Towels, 1 doz.....	2 25	
Whisk brooms, 3 doz.....	6 25	
Window shades and repairing.....	93 88	
Wooden ware.....	4 50	
Wages of seamstresses.....	382 25	
		3,012 92
Carried forward.....		\$37,723 67

Brought forward..... \$37,723 67

Building and Repairs.

Lumber.....	1,080 33
Paints, oil and painting.....	873 21
Labor and jobbing.....	718 84
Mason work, and materials.....	506 42
Pipe and fittings.....	498 91
Hardware and tools.....	366 76
Coal, railway and truck.....	352 75
Kalsomining.....	313 95
Repairing furnaces and steam boilers.....	295 35
Repairing roofs, gutters and leaders.....	292 74
Plumbing.....	213 38
Repairing siuks.....	175 68
Window glass and glazing.....	156 67
Repairing ranges.....	138 25
Whitewashing.....	98 44
Cartage and freight.....	87 60
Laundry tubs, 3.....	80 00
Iron mangers and hay racks.....	56 00
Wood mouldings.....	46 33
Cleaning vaults.....	45 00
Window guards.....	38 25
Repairing ice box.....	35 21
Shaft cups and lubricating oil.....	32 00
Repairing elevators.....	22 02
Iron and blacksmithing.....	21 18
Drain pipe.....	18 92
Felting.....	17 88
Lining steam box.....	15 27
Repairing roads.....	13 00
Belting.....	11 54
Turning and scroll sawing.....	10 35
Weather strips.....	9 45
Repairing hot water boilers.....	8 00
Mantle shelf (marble).....	3 50
Repairing wringer.....	2 56
Repairing Yale locks.....	2 17
Repairing mangle.....	2 00
Gas-fitting.....	1 95
Wages of Carpenters (2).....	1,700 04

8,361 90

Carried forward.. \$46,085 57

Brought forward.....	\$46,085 57
----------------------	-------------

Fuel and Lights.

Anthracite coal, 1,014 18-20 tons.....	4,076 67	
Gas, 867,800 ft.....	1,410 61	
Hoisting, shoveling and carting coal.....	725 27	
Charcoal, 150 bbls.....	97 50	
Sperm oil, 15 gals.....	18 50	
Matches, 10 gro.....	15 00	
Inspection of steam boilers.....	8 00	
Coal scoops, 1 doz.....	6 68	
Machine oil, 15 gals.....	5 25	
Kerosine oil, 18½ gals.....	2 96	
Candles, 20 lbs.....	2 40	
Wax tapers.....	1 40	
Wages of Engineer and Firemen.....	2,028 00	
		<hr/>
		8,398 24

Stable.

Oats, 184 bags.....	218 35	
Business wagon and repairs.....	171 01	
Horse shoeing.....	137 00	
Ground feed, 112 bags.....	135 95	
Hay, 12,045 lbs.....	122 19	
Horse.....	117 00	
Repairing harnesses.....	42 81	
Blankets, tools, etc.....	34 47	
Cartage and freight.....	18 27	
Oil meal.....	3 26	
Wages of Stablemen.....	300 00	
		<hr/>
		1,300 31

Farm and Garden.

Seeds.....	101 87	
Manure, 89 loads.....	89 00	
Machines, tools and repairs.....	56 54	
Herding cattle.....	30 00	
Cartage and freight.....	7 61	
Land plaster.....	6 00	
Hay salt.....	1 75	
Traveling expenses.....	1 47	
Wages of Farmer and Gardeners.....	1,218 00	
		<hr/>
		1,512 24

Carried forward.....	\$57,296 36
----------------------	-------------

Brought forward..... \$57,296 36

Washing.

Hard soap, 11,307 lbs.....	662 32
Starch, 1,720 lbs.....	86 30
Sapolio, 12 cases.....	57 00
Sal soda, 3,200 lbs.....	46 94
Castile soap, 441½ lbs.....	41 64
Cartage.....	24 00
Blueing, 8 cases.....	16 85
Javelle water, 20 gals.....	15 00
Borax, 100 lbs.....	11 20
Beeswax, 12 lbs.....	5 04
Wages of Laundresses.....	1,790 38

2,756 67

Printing.

Paper and cards.....	358 83
Type and furniture, etc.....	76 77
Folding and binding.....	65 43
Cartage.....	48 38
Re-covering rollers.....	23 50
Ink.....	17 25
Traveling expenses.....	12 57
Benzine.....	10 80
Electrotype plates.....	10 75
Repairing press.....	3 50
Postage.....	3 00
Sperm oil, 2 gals.....	2 50
Wages of Printers.....	1,610 96

2,244 24

Schools.

Stationary.....	450 21
School books.....	436 95
Postage stamps.....	106 00
Gold Medal and other prizes.....	84 09
Conversation tubes and repairs.....	59 00
Stereopticon expenses.....	56 12
Cartage.....	36 25
Repairing type-writer.....	11 05
Philosophical Instruments.....	10 00
Ribbons for Diplomas.....	4 20

Carried forward..... \$1,253 87 · \$62,297 27

Brought forward.....	\$1,253 87	\$62,297 27
Articles for object teaching.....	1 50	
Salaries of Principal and Teachers.....	18,559 26	
Art materials, account Art Dep't. 199 33		
Expenses of pupils to Panorama.. 6 95		
Salaries of Art Instructors.....1,665 03		
	<hr/> 1,871 31	
		<hr/> 21,685 94

Hospital.

Medicines.....	241 29	
Surgical Instruments.....	13 45	
Traveling expenses Ophthalmologist.....	12 50	
Professional services.....	541 70	
Wages of nurses.....	365 50	
	<hr/>	1,174 44
Salaries of Superintendent, steward and assistants.....		3,965 00
Salaries of Matrons.....		1,149 03
Wages of Housekeeper, Baker, and cooks.....		2,002 88
Wages of Supervisors.....		1,717 52
Wages of waiters, chambermaids and laborers.....		6,216 85
Oroton water rents.....		2,092 45
Expenses of exhibit at American Institute Fair.....		303 53
Expenses of Delegation to California Convention.....		215 00
Traveling expenses.....		198 23
American Annals of the Deaf and Dumb (subscription)..		194 00
Office Books and Stationery.....		158 31
Postage stamps.....		139 62
Funeral expenses		95 00
Traveling expenses of pupils over amount received.....		81 84
Manilla Tissue, 8 cases.....		76 00
Expenses of exhibit at Broadway Tabernacle.....		64 85
Wrapping paper, twine, etc.....		57 24
Postage on Reports.....		55 50
Alcohol, 24 gals.....		54 21
Expenses of pupils to American Institute Fair.....		44 16
Advertising Annual Meeting, etc.....		37 61
Cartage and freight.....		35 10
Maintenance of fire alarm.....		27 00
Christmas and other entertainment.....		14 05
Engrossing Minutes of Board of Directors.....		10 00
		<hr/>
Brought forward.....		104,162 63

Instruction of the Deaf and Dumb.

73

Carried brought forward	104,162 63
Newspaper subscriptions.....	8 65
Notarial fees	3 37
Drum heads.....	2 88
Dial for watchman's clock.....	2 75
Insect powder.....	1 75
Telegrams.....	1 68
Transfer to Real Estate Fund on account of advances made to meet previous deficits.....	5,252 88
	<hr/>
	\$109,436 54

RECEIPTS.

From Comptroller of the State for State pupils' board and tuition.....	\$76,954 07
From paying pupils for board and tuition.....	1,680 00

From—	Board and tuition.	Clothing.	Total.
Albany County....	\$373 33	447 58	820 91
Broome “	300 00	30 00	330 00
Chautauqua“	364 66	120 00	484 66
Chenango “		30 00	30 00
Columbia “	300 00	120 00	420 00
Delaware “	600 00	49 67	649 67
Dutchess “	215 83	305 67	521 50
Essex “		60 00	60 00
Jefferson “		30 00	30 00
Kings “	4,219 71	1,267 38	5,487 09
Lewis “		30 00	30 00
Livingston “		30 00	30 00
Monroe “		30 00	30 00
New York “	7,977 05	4,334 44	12,311 49
Oneida “		30 00	30 00
Onondaga “	100 00	40 00	140 00
Orange “	955 00	395 34	1,350 34
Oswego “		30 00	30 00
Otsego “	416 83		416 83
Putnam “		30 00	30 00
Queens “	300 00	177 50	477 50
Rensselaer “	276 67	120 00	396 67
Richmond “		30 00	30 00
Rockland “	300 00	86 17	386 17
Saratoga “	68 33	23 17	91 50
Schoharie “	877 50	208 50	1,086 00
Steuben “	56 67	37 83	94 50
Suffolk “		60 00	60 00
Sullivan “		150 00	150 00
Ulster “	472 50	313 42	785 92
Warren “	300 00	30 00	330 00
Washington“	600 00	29 25	629 25
Westchester“	755 83	329 08	1,084 91
Wyoming “		60 00	60 00
	<hr/> \$19,829 91	<hr/> \$9,065 00	<hr/> \$28,894 91

Carried forward..... \$107,528 96

Brought forward.....	\$107,528 98
From printing.	1,418 36
From discount on audited bills.....	166 75
From sales grease and refuse.....	75 17
From sales clothing	68 05
From sales, from art department.....	67 36
From sales empty barrels.....	43 65
From sales, rags and paper.....	32 49
From sales, shoe shop account	21 10
From labor.....	8 00
From sales old iron.....	6 63
	<hr/>
	\$109,436 54
	<hr/>

MEMORANDA:

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate Fund was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Finsell, Harriet Moner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards reservation of new buildings at Tarrytown (see Chapter 848, Laws of 1877), and consists of legacy of Ephraim Holbrook, and a bond and mortgage of \$2000 taken in payment for Real Estate.

DR.	REAL ESTATE FUND.	CR.
1885.		
October 1.	To balance from old account.....	4,088 91
	" Donation of George A. Dockstader.	
	" 3d payment on account Legacy of Samuel Willets.....	878 95
	" Legacy of James Kelly.....	25 00
	" Interest on balances in Trust Co's.....	75 00
	" General Account on account advances made to meet previous deficits.....	28,885 50
		38,848 86
1886.		
October 1.	To balance from old account.....	28,885 50
	MEM.—General Account owes for amounts advanced to meet deficits.....	38,098 38
		38,848 86
1887.		
October 1.	To balance from old account.....	38,848 86
	MEM.—General Account owes for amounts advanced to meet deficits.....	38,098 38
		38,848 86
1888.		
October 1.	To balance from old account.....	38,848 86
	" Interest on Bonds and Mortgages.....	38,745 78
		38,745 78
1889.		
October 1.	To balance from old account.....	38,745 78
		38,745 78

DR.			
1885.	To balance from old account.....	\$4,225 76	By Cash paid Library Committee drafts.....
October 1.	" interest.....	146 32	" balance to new account.....
		4,872 08	
1886.	To balance from old account.....	4,228 45	
			\$ 143 68
			4,228 45
			4,872 08

FRIZZELL FUND.			CR.
1885.	To balance from old account.....	2,632 26	By balance to new account
October 1.	" donation of Howard Mansfield. ..	30 00	
	" interest.....	98 82	
		2,761 08	2,761 08
1886.	To balance from old account.....	2,761 08	
October 1.			

HARRIET STONER FUND.			CR.
1885.	To balance from old account.....	157 77	By balance to new account.....
October 1.	" interest.....	5 94	
		163 71	163 71
1886.	To balance from old account.....	163 71	
October 1.			

DR.	CARRY FORWARD.	CR.
1885.		
October 1. To balance from old account.....	\$108 43	
" " Interest.....	4 08	\$112 51
	112 51	
1886.		
October 1. To balance from old account.....	112 51	112 51

DR.	RECAPITULATION.	CR.
Building Fund.....	38,745 78	18,591 47
Real Estate Fund.....	28,895 50	1,094 82
Library Fund.....	4,228 45	8,354 89
Frizzell Fund.....	2,761 04	5,808 28
Harriet Stoner Fund.....	103 71	1,957 52
Cary Fund.....	112 51	39,000 00
	\$74,847 08	\$74,847 08
	Cash in N. Y. Life Insurance and Trust Co.....	
	" " United States Trust Co.....	
	" " Merchants' National Bank.....	
	" " Inst. for Savings of Merchants Clerks.....	
	" " Seamen's Bank for Savings.....	
	Bonds and Mortgages.....	

CITY AND COUNTY OF NEW YORK, } ss.
 George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 26th }
 day of October, 1886. }
 ANDREW WARNER, }
 Notary Public, New York.

[SIGNED.] GEORGE A. ROBBINS.

Report of the Superintendent.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN : The material interests of the Institution, so far as they have come under my supervision, during the year just closed, I believe to be in a prosperous condition.

The disbursements, as set forth in the itemized account of the Treasurer, were supervised by the Executive Committee, and indicate successful effort in the direction of economical expenditure.

The receipts for the year were slightly augmented by the settlement of old balances due on previous years from Counties of the State.

The surplus secured will aid in liquidating the debt for borrowed money, incurred to make good deficits of former years.

The following tabulated statement shows the

MOVEMENT OF THE POPULATION.

	Males.	Females.	Total.
Number present September 30, 1885.....	235	136	371
Former pupils re-admitted.....	9	5	14
New pupils admitted.....	20	8	28
Whole number ...	264	149	413
Number who have left during the year....	24	9	33
Number connected with the Institution September 30, 1886.	240	140	380

The 413 pupils present at the Institution within the year were supported as follows :

By the State and Counties of New York,	406
By the parents or guardians,	6
By the Institution,	1

413

A complete catalogue of the pupils has been prepared, and is herewith presented.

REPAIRS AND IMPROVEMENTS.

In view of a possible shrinkage in our receipts, expenditures in this direction have been restricted, so far as possible, consistent with a due regard to the sanitary condition of the buildings, the comforts and well-being of the household.

The unfinished condition of the "Ridge Road," now being opened through the premises by the city authorities, still continues to be a source of great annoyance, besides involving the Institution in much expense to provide ways and means of communication with the avenues open to travel. If some plan can be devised to hasten the completion of this work, it will be a great boon to the Institution, and will afford a starting point at which to begin the work of rescuing the grounds from the chaotic condition into which these city improvements have plunged them.

If the plot (now open to commons) east of the Eleventh Avenue, between 162d and 165th streets, could be inclosed by a suitable fence, it would remove an objectionable feature from our avenue front, and at the same time the grounds thus inclosed could be utilized by the Institution.

The buildings, during the summer vacation, were thoroughly renovated; the usual amount of kalsomining and painting being done. The brick work connected with the steam boilers was re-laid, and the boilers examined and tested as to their strength and safety. In addition to the general repairs to the heating apparatus, several important changes were made, whereby much better results will be obtained, with less consumption of fuel than heretofore.

When the building for industrial purposes was removed to its present site, it was raised about six feet, to meet the grade of the new street, thus securing a capacious cellar, 100x30 ft., with a depth of 14 feet. This will afford ample storage for our winter's supply of coal. Hitherto, we have been able to house but a small portion of our supply, and have suffered great loss in consequence. A narrow-gauge railway has been constructed, on which a loaded car is propelled by gravitation from this coal cellar to the boiler house, thus saving at least one half of the usual labor in handling, as well as avoiding the waste in breakage experienced by the old method. With these increased facilities, we confidently hope for a considerable saving in the matter of fuel.

Early in the session, a double-plank partition was built across the first floor of the shop building, centrally located, dividing the floor into two rooms, each 50x30 ft., for the respective uses of carpenters and

cabinet makers. Originally, it was thought that these two trades were so similar in character that it was not essential that the boys be separated except by an imaginary line. Since the erection of the partition, however, there has been a marked improvement, not only in discipline, but in the general interest manifested by the two classes of pupils in a commendable rivalry.

The question of building a Green House, I am rejoiced to know, has engaged the earnest attention of your Board, that we may add to our line of industries that of floriculture. I trust that the thought and discussion on this subject may in due time culminate in furnishing this long felt want.

I cannot refrain from adding my testimony to that of several of my predecessors, that a properly equipped gymnasium is one of the great needs of the Institution, and never more marked than at this juncture when the play-grounds are being encroached upon by the march of improvement now spreading over this portion of Manhattan Island. I sincerely hope that some way may be opened ere long by which this want may be supplied. In the interim of work and study, particularly during inclement weather, our boys are frequently at a loss for means of recreation. With something of this kind at hand, they would be less inclined to wander in search of adventure—possibly mischief—and would naturally congregate in a place of this character, where health-giving exercise, coupled with amusement, could be obtained. When upward of two hundred boys are dismissed from classroom and shop and turned loose into court or common, their very natures demand amusement, and if the demand is not met here, they will seek it elsewhere, and in the search they are liable to encounter temptations and influences for evil, which abound on every hand.

INDUSTRIAL.

The interest felt in this feature of the education of the deaf and dumb, is becoming more and more apparent. Our pupils were never so thoroughly alive to the importance of learning some handicraft, by means of which they may in the near future gain a livelihood. They see in prospective for themselves an independence they could not hope to gain in any other way, and they are happy in the thought that, when they graduate and return to their homes, they can demonstrate to their friends that they are no longer dependents.

Each pupil, male and female, upon reaching the age of twelve to thirteen years (unless physically incapacitated), is assigned to some form of employment, spending three hours per diem at the task. This, in connection with their classroom studies and hours for recreation, affords variety, in consequence of which their school days do not become mo-

notonous, and they enter with zeal into every phase of the daily routine.

During the past year, the average daily attendance in the various industries has been as follows ;—

INDUSTRIES.	Boys.	Girls.	Total.
Printing.....	31		31
Cabinet making.....	30		30
Carpentering.....	26		26
Shoemaking.....	41		41
Gardening.....	12		12
Tailoring.....	20	13	33
Dressmaking.....		20	20
Shirtmaking.....		20	20
General Sewing.....		51	51
Total.....	160	104	264

It will be seen by the foregoing table that a large number of pupils of both sexes have entered upon a course of training which is calculated to make them useful citizens and capable of self support. The residue, or younger portion of our pupils alternate between school and recreation, with the exception of a few of the larger boys, who are assigned, when out of school, to aid in the work of cleaning the grounds.

It should be borne in mind that as our industries are not fully self-supporting, the Institution must necessarily maintain them in part, and to this extent renders to its pupils, and indirectly to the state, a much greater return than other kindred Institutions which, receiving from the state the same allowance per capita, do not afford these advantages to their pupils. While it is unquestionably a fact that this Institution graduates a large proportion of its pupils of as high scholastic attainments as any other school of its kind in the commonwealth, in addition thereto each of its graduates has the opportunity of going forth with a good, if not finished, knowledge of some handicraft, to aid him or her in the great battle of life. Too much cannot be said in favor of *practical industry*!—not a mere theory. Knowledge gained from books and drawings is unquestionably beneficial, and to a certain extent essential, but what the boy needs to crystalize his thoughts and energies and to bring all his powers into play, is contact with the mallet, the plane and the saw. He needs to exercise the brain and the muscles, both working in one common cause, and when this point is reached, that boy has an opening future that leads up to an independent position among his fellows.

As a result of the exhibit of the Institution at the Fair of the American Institute, in the fall of 1885, consisting of contributions by the artistic and industrial departments, the Institution was awarded a *Diploma* and a *Medal* of superiority for specimens of work executed by the pupils.

The exhibit for the year of industrial work, in the different departments of practical education, is shown by the following tables :—

PRINTING OFFICE.

(Estimated value of work done for the Institution, and cash receipts.)

For the Institution.....	\$306 00
Printing Annual Report (5,500 copies)....	500 00
Custom work (cash).....	1,418 00
	<hr/>
	\$2,224 00

CARPENTER AND CABINET SHOPS.

Estimated value of new work and repairs done for the Institution.....	\$3,111 66
---	------------

SHOE SHOP.

Number of pairs of shoes made.....	547
Cost of 658 pairs of shoes distributed	\$1,834 40
Cost of repairing 1,068 pairs of shoes....	738 95
Custom work (cash)....	21 10
	<hr/>
	\$2,594 45

TAILOR SHOP.

Number of coats made.....	75
Number of jackets made.....	207
Number of pairs of pants made.....	401
Number of vests made.....	66
Number of straw ticks made.....	45
Number of mattress ticks made.....	10
Number of boys' aprons made.....	124
Cost of 66 coats distributed	380 00
Cost of 147 jackets distributed.....	477 75
Cost of 378 pairs of pants distributed.....	1,119 00
Cost of 58 vests distributed.....	87 00
	<hr/>
	\$2,018 75

FARM AND GARDEN.

(Estimated value of vegetables, fruit, milk, poultry and eggs produced, and used in the Institution.)

Apples, 80 barrels.....	\$120 00	Brought up.....	\$3,634 30
Beans, 130 bushels.....	195 00	Pears, 28 bushels.....	31 00
Beets, 380 bushels.....	380 00	Peas, 75 bushels.....	150 00
Cabbage, 4,500 heads....	450 00	Peppers, 8 bushels.....	10 00
Carrots, 89 bushels ...	183 50	Pie plant, 767 bunches..	46 02
Celery, 111 dozen.....	277 50	Potatoes, 60 barrels.....	120 00
Chickens, 15 pairs.....	15 00	Pumpkins, 50.....	10 00
Cucumbers, 64 bushels...	80 00	Radishes, 330 bushels...	330 00
Eggs, 146 dozen.....	36 50	Salsify, 20 bushels.....	20 00
Egg plant, 25.....	5 00	Spinach, 187 barrels.....	374 00
Grapes, 600 pounds.....	30 00	Sprouts, 18 barrels.....	27 00
Leeks, 70 dozen.....	87 50	Squash, 396.....	59 79
Lettuce, 200 barrels.....	400 00	Sweet corn, 335 dozen....	67 90
Milk, 23,480 quarts.....	1,056 60	String beans, 102 bushels	102 00
Onions, 125 bushels....	187 50	Tomatoes, 678 bushels...	678 00
Parsley, 497 bunches...	49 70	Turnips, 140 bushels.....	107 25
Parsnips, 87 bushels....	130 50		
			\$5,756 27
Amount carried up....	\$3,634 30		

FOR THE USE OF STOCK AT THE FARM.—Hay, 48 tons; Rye, 75 bushels; Millet, 2 tons; Oats, 2 tons.

SEAMSTRESS ROOM.

(Articles made, in addition to a large amount of work done in mending, alterations, etc.)

Aprons.....	218	Sheets.....	596
Chemises.....	125	Shirts.....	259
Drawers.....	178	Skirts.....	84
Dresses.....	223	Table cloths.....	64
Napkins.....	73	Towels.....	808
Night dresses.....	91	Waists.....	65
Night shirts.....	109		

ACKNOWLEDGMENTS.

We are indebted, as in previous years, to the officers of the New York, Lake Erie & Western, New York, Ontario & Western, and Delaware, Lackawanna & Western Railroads, and to the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils, with teachers and officers of the Institution who accompanied them.

To the Third Avenue Railroad Company, for half fare for the pupils attending the American Institute Fair.

To members of the Ladies' Committee, for Christmas gifts to the pupils—twenty-seven dollars.

To Geo. A. Dockstader, Esq., the third donation of twenty-five dollars.

To Dr. John Zorn, for a truss for one of the pupils.

To Mr. Max F. Eller, for a donation of ten dollars to be given as a prize to the pupil showing the greatest proficiency in the Industrial Department during the year.

To Mr. Howard Mansfield, for a donation of thirty dollars.

In conclusion, I record with pleasure the fact that from Dr. Peet, Principal, and his corps of Instructors, I have received kindly consideration and uniform courtesy.

To my immediate assistants in the management of the affairs of the Administrative Department, I am especially indebted, for the faithful performance of duty and a hearty co-operation in all matters pertaining to good order and the harmonious working of the department.

To you, gentlemen of the Board of Directors, my grateful acknowledgments are due for your generous support and encouragement.

With a firm reliance in the guiding hand of Divine Providence, we enter upon the labor of another year, with hopeful anticipations of successful endeavor.

Respectfully submitted,

C. N. BRAINERD, *Superintendent.*

October 1, 1886.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING SEPTEMBER 30, 1886.

MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Anderson, Robert H.....	Brooklyn.....	Kings.
Anhalt, George, Jr.....	New York.....	New York.
Avens, Frank.....	Brooklyn.....	Kings.
Avens, James.....	Brooklyn.....	Kings.
Baars, Frederick W.....	Brooklyn.....	Kings.
Bachman, Frederick.....	New York.....	New York.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barger, Charles.....	Putnam Valley.....	Putnam.
Baxter, Archibald McL.....	New York.....	New York.
Beck, Herman F.....	Brooklyn.....	Kings.
Bettels, Henry.....	New York.....	New York.
Betz, Henry, Jr.....	New York.....	New York.
Black, John M.....	Rahway.....	Union, N. J.
Blake, Charles F.....	Brooklyn.....	Kings.
Blauth, William M.....	New York.....	New York.
Böhmmler, George.....	Maspeth.....	Queens.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bowers, Wilber L.....	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.
Brauer, Albert.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn.....	Kings.
Brockman, Isaac.....	New York.....	New York.
Brown, Daniel H.....	New York.....	New York.
Brown, Joseph E.....	New Paltz.....	Ulster.
Burkhardt, Julius.....	Brooklyn.....	Kings.

Name.	Town.	County.
Burland, Nicholas.....	Hurley.....	Ulster.
Butterly, Peter, Jr.....	New York.....	New York.
Campbell, John.....	Troy.....	Rensselaer.
Carlman, Thure E.....	Albany.....	Albany.
Carr, George W.....	Urbana.....	Steuben.
Caton, James H.....	Lloyd.....	Ulster.
Chase, Melvin B.....	Warrensburg.....	Warren.
Chinery, John F.....	New York.....	New York.
Clinton, Richard T.....	New York.....	New York.
Cocks, Samuel M.....	No. Hempstead.....	Queens.
Cohen, Henry.....	New York.....	New York.
Colwell, William.....	Albany.....	Albany.
Coombs, William.....	New York.....	New York.
Cory, Charles.....	Saratoga Springs.....	Saratoga.
Costuma, David.....	New York.....	New York.
Cotter, William.....	New York.....	New York.
Coulter, Arthur W.....	New York.....	New York.
Cunningham, Dennis.....	Hudson.....	Columbia.
Davis, Henry A.....	New York.....	New York.
Delaney, John, Jr.....	Ancram.....	Columbia.
Dennison, Benjamin C.....	New York.....	New York.
Dittmar, John W.....	New York.....	New York.
Donohue, William, Jr.....	Binghamton.....	Broome.
Doody, Thomas.....	Albany.....	Albany.
Dougherty, John.....	New York.....	New York.
Drum, Jeremiah.....	Troy.....	Rensselaer.
Dugan, Daniel.....	Brooklyn.....	Kings.
Dunn, Ulysess G.....	Paris.....	Oneida.
Durian, William.....	New York.....	New York.
Ecka, Frank.....	Brooklyn.....	Kings.
Edwards, Sidney.....	Youngsville.....	Sullivan.
Edwards, William S.....	Whitehall.....	Washington.
Egan, Michael.....	New York.....	New York.
Elfein, John A.....	Roxbury.....	Delaware.
Engle, Paul.....	Berne.....	Albany.
Erdmann, Gustave.....	New York.....	New York.
Falte, August... ..	New York.....	New York.
Farrel, John.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Felton, Fred, Jr.....	Sheridan.....	Chantauqua.
Ferris, George.....	Ashland.....	Greene.
Fisher, George T.....	Dunkirk.....	Chantauqua.

Name.	Town.	County.
Flanagan, W. H., Jr.....	Newburg.....	Orange.
Fogerty, Peter J.....	New York.....	New York.
Fogle Peter.....	Albany.....	Albany.
Fosmire, W. H.....	Troy.....	Rensselaer.
Freid, Maxyea.....	New York	New York.
Friday, Benjamin.....	Albany.....	Albany.
Friess, George.....	New York.....	New York.
Fritz, John.....	Brooklyn.....	Kings.
Gallagher, Bernard.....	New York.....	New York.
Gately, Patrick J.....	New York.....	New York.
Gaunt, Charles.....	New York.....	New York.
Geary, John H.....	Syracuse.....	Onondaga.
Gehring, Louis.....	Brooklyn.....	Kings.
Gilmore, William.....	New York.....	New York.
Glosque, Joseph, Jr.....	Yonkers.....	Westchester.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Goor, John.....	New York.....	New York.
Goreth, Joseph.....	Wallkill.....	Orange.
Grant, Robert H.....	New York.....	New York.
Gray, Charles.....	Newburg.....	Orange.
Gurnee, William.....	Wallkill.....	Orange.
Hackett, William H.....	New York.....	New York.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Haight, Tilson W.....	New York.....	New York.
Hamm, George.....	Brooklyn.....	Kings.
Hamm, Henry.....	New York.....	New York.
Hanneman, Herman.....	New York.....	New York.
Hanson, William.....	New York.....	New York.
Harris, John F.....	Laurens.....	Otsego.
Harris, William I.....	New York.....	New York.
Harth, Robert.....	New York.....	New York.
Hartnett, Dennis.....	New York.....	New York.
Hawley, William E.....	Hamden.....	Delaware.
Hennessey, James.....	New York.....	New York.
Henriques, Herbert H.....	Brooklyn.....	Kings.
Henry, Robert J.....	York.....	Livingston.
Herrmann, Louis.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Houck, Frank M.....	Arkwright.....	Chautauqua.
Hunter, Samuel H.....	Troy.....	Rensselaer.
Ingebrand, John, Jr.....	New York.....	New York.

Name.	Town.	County.
Isaacs, Benjamin.....	New York.....	New York.
Jackson, Rennie H.....	Saratoga Springs.....	Saratoga.
Jacobs, Jacob.....	Brooklyn.....	Kings.
Jaynes, John W.....	New York.....	New York.
Johnson, Philip.....	North Greenbush.....	Rensselaer.
Johnston, Robert D.....	New York.....	New York.
Kaiser, Charles.....	New York.....	New York.
Keegan, Teddy.....	Brooklyn.....	Kings.
Keiserwetter, Charles.....	New York.....	New York.
Kennedy, Henry J.....	New York.....	New York.
Kenny, Joseph S.....	Watervliet.....	Albany.
Kerr, Robert S.....	New York.....	New York.
King, Emmet.....	Richmondville.....	Schoharie.
Kistler, Jacob A.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Knox, Frederick.....	Brooklyn.....	Kings.
Koenig, Carl.....	New York.....	New York.
Koffer, John.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Kriecheldorf, William.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Lawton, Ralph.....	Great Valley.....	Cattaraugus.
Lehmer, Charles.....	New York.....	New York.
Levy, Joshua.....	Brooklyn.....	Kings.
Long, Richard.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.
Loos, George W.....	Claverack.....	Columbia.
Lorcer, Theodore.....	New York.....	New York.
Loyd, James B.....	Westfield.....	Chautauqua.
Lynch, William.....	New York.....	New York.
Lyons, John W.....	Brooklyn.....	Kings.
Lyons, Lewis F.....	New York.....	New York.
Maddock, Thomas.....	New Rochelle.....	Westchester.
Maloney, John.....	New York.....	New York.
Manchester, George.....	Middleburg.....	Schoharie.
Marshall, Leslie G., Jr.....	Rye.....	Westchester.
Mayer, Emil.....	New York.....	New York.
Maynard, Robert E.....	New York.....	New York.
McConnell, Gibson.....	Poughkeepsie.....	Dutchess.
McDonald, Andrew.....	New York.....	New York.
McEvoy, John J.....	Fishkill.....	Dutchess.

Name.	Town.	County.
McKerahan, Edward.....	New York.....	New York.
McMickle, Frank H.....	Wallkill.....	Orange.
McMickle, Morris C.....	Wallkill.....	Orange.
McVea, Robert.....	New York.....	New York.
McVea, William.....	New York.....	New York.
Meade, Peter.....	Albany.....	Albany.
Meyers, James.....	Brooklyn.....	Kings.
Michael, Alexander.....	New York.....	New York.
Michel, Emil.....	New York.....	New York.
Millard, Bertie B.....	Beekman.....	Dutchess.
Miller, George W.....	New York.....	New York.
Miller, Max.....	New York.....	New York.
Minotti, Carlo.....	New York.....	New York.
Mitchell, Benjamin.....	New York.....	New York.
Mitchell, Peter, Jr.....	New York.....	New York.
Mooney, John.....	West Farma.....	Westchester.
Moore, John.....	New York.....	New York.
Moore, William, Jr.....	New York.....	New York.
Morisse, George H.....	New York.....	New York.
Morrison, Matthew H., Jr....	New York.....	New York.
Muench, Henry.....	Brooklyn.....	Kings.
Mull, Charles F.....	Albany.....	Albany.
Neal, William S.....	Bloomsburg.....	Pennsylvania.
Oakes, Charles D.....	New York.....	New York.
O'Brien, John.....	New York.....	New York.
Ogle, James.....	Newburg.....	Orange.
Ogle, John.....	Newburg.....	Orange.
Ogle, Robert.....	Newburg.....	Orange.
Ogle, William.....	Newburg.....	Orange.
Osterhout, Edwin.....	Richmondville.....	Schoharie.
O'Sullivan, Richard M.....	New York.....	New York.
Parrish, John F.....	Jackson.....	Washington.
Paul, Andrew.....	Brooklyn.....	Kings.
Pechette, Charles.....	Cohoes.....	Albany.
Penrose, Frank T.....	Norristown.....	Pennsylvania.
Pickrühl, Charles R.....	Brooklyn.....	Kings.
Pitt, William J.....	Haverstraw.....	Rockland.
Plunkett, James.....	New York.....	New York.
Postlethwaite, William D....	New Orleans.....	Louisiana.
Powers, James.....	Flushing.....	Queens.
Prinsinzg, Henry.....	New York.....	New York.
Probst, Herman.....	New York.....	New York.

Name.	Town.	County.
Quigg, Henry.....	New York.....	New York.
Quigg, John.....	Kingston.....	Ulster.
Rappholdt, Edward.....	New York.....	New York.
Redington, Peter F.....	New York.....	New York.
Redmond, Harry.....	Yonkers.....	Westchester.
Reiff, Anthony C.....	Brooklyn.....	Kings.
Reimann, William....	Liberty.....	Sullivan.
Resue, Wesley.....	Olive.....	Ulster.
Roberts, John J.....	New York.....	New York.
Robinson, Stanley.....	New York.....	New York.
Rose, William H.....	New York.....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rumpf, Charles.....	New York.....	New York.
Russell, Frank E.....	Brooklyn.....	Kings.
Ryckman, William A.....	New York.....	New York.
Salmond, Andrew J.....	Dunkirk.....	Chautauqua.
Sanford, Charles J.....	Rhinebeck.....	Dutchess.
Sartor, Albert.....	New Lots.....	Kings.
Scharlin, Jacob.....	New York.....	New York.
Schleich, Martin Jr.....	Brooklyn.....	Kings.
Schmidt, George.....	New York.....	New York.
Schneider, Edward.....	New York.....	New York.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.
Sexton, Richard M.....	Hague.....	Warren.
Sherran, Charles.....	Hempstead.....	Queens.
Short, William E.....	Kingston.....	Ulster.
Shufelt, Floyd.....	Cincinnati.....	Cortland.
Silliman, Frank D.....	Fulton.....	Schoharie.
Sinclair, Austin.....	New York.....	New York.
Slaven, Henry.....	Unadilla.....	Otsego.
Smith, Burdette.....	Albany.....	Albany.
Smith, Nicholas.....	New York.....	New York.
Soldwedel, Louis.....	New York.....	New York.
Spilker, Frederick.....	Long Island City.....	Kings.
Stauch, John.....	New York.....	New York.
Stephenson, John.....	Wilmington.....	Essex.
Storm, Frederic T.....	Middletown.....	Orange.
Strope, Lawrence D.....	Stockport.....	Columbia.
Stryker, Frank A.....	Brooklyn.....	Kings.
Suk, Anton.....	New York.....	New York.

Name.	Town.	County.
Taplin, John E.....	Brooklyn.....	Kings.
Thies, Henry G.....	New York.....	New York.
Thompson, Charles T	Brooklyn	Kings.
Thompson, James.....	New York.....	New York.
Thompson, Robert J	Yonkers	Westchester.
Toohey, Joseph.....	New York.....	New York.
Torsney, John ..	Ninneville	Essex.
Totten, Oscar J.....	New York.....	New York.
Turner Frank.....	Brooklyn.....	Kings.
Tweed, Richard B	Brooklyn.....	Kings.
Tyler, Ira W.....	New York.....	New York.
Van Seggar, John H.....	New Lots.....	Kings.
Vincent, Alexander B.....	New York.....	New York.
Wagele, Antoine.....	New York.....	New York.
Wankowski, Frank.....	Ossining.....	Westchester.
Watkins, William, Jr.....	Albany.....	Albany.
Watson, William W.....	Yonkers.....	Westchester.
West, Eugene A.....	Linklaen	Chenango.
Whalen, Edward.....	New York.....	New York.
Wicke, Frederick C.....	New York.....	New York.
Wilson, James B.....	Brooklyn.....	Kings.
Woodin, Lister.....	Dover.....	Dutchess.
Wormer, Edmund R.....	Albany.....	Albany.
Wormeth, George W.....	Delaware.....	Sullivan.
Zerovitch, Harry.....	New York.....	New York.
Zundell, Robert.....	New York.....	New York.

FEMALES.

Aird, Catherine.....	New York.....	New York.
Anderson, Elizabeth M.....	Brooklyn.....	Kings.
Anderson, Henrietta.....	New York.....	New York.
Antusch, Amelia.....	Newton.....	Queens.
Atwell, Ida M.....	Denning.....	Ulster.
Austin, Almeda M.....	Watertown.....	Jefferson.
Austin, Anna E.....	Brooklyn.....	Kings.
Austin, Nellie.....	Hudson.....	Columbia.
Averell, Edith.....	Brooklyn.....	Kings.
Babcock, Edith.....	Southampton.....	Suffolk.
Baldwin, Catherine.....	Cambridge.....	Washington.
Bammann, Emma.....	New York.....	New York.
Barnett, Charlotte A.....	Brooklyn	Kings.

Name.	Town.	County.
Barrett, Aleeta F.....	Bedford.....	Westchester.
Beesmer, Cora J.....	Olive.....	Ulster.
Bennett, Erie.....	Horicon.....	Warren.
Blackman, Katie.....	Deer Park.....	Orange.
Blaum, Josephine.....	Brooklyn.....	Kings.
Bogatiska, Margaret.....	New York.....	New York.
Bologne, Josephine.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Brantfuhr, Mary.....	New York.....	New York.
Brown, Mary.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Buss, Johanna.....	Middletown.....	Richmond.
Butler, Ellen E.....	Skaneateles.....	Onondaga.
Butler, Mary A.....	Skaneateles.....	Onondaga.
Cheek, Mary E.....	New York.....	New York.
Ciesielskie, Julia.....	Jefferson.....	Schoharie.
Cohen, Dora.....	New York.....	New York.
Conklin, Lorena.....	Cochecton.....	Sullivan.
Craig, Agnes.....	Brooklyn.....	Kings.
Croak, Maria.....	Watervliet.....	Albany.
Crolus, Grace.....	New York.....	New York.
Crolus, May C.....	New York.....	New York.
Curci, Francesca.....	New York.....	New York.
Davenport, Lillie.....	New York.....	New York.
Davis, Clara E.....	New York.....	New York.
Davis, Hannah.....	New York.....	New York.
Davis, Rachel.....	Fly Mountain.....	Ulster.
Day, Lura.....	Tompkins.....	Delaware.
Decker, Georgie.....	Montgomery.....	Orange.
Derrick, Ellen.....	Long Island City.....	Queens.
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.
Donoho, Margaret A.....	New York.....	New York.
Eaton, Mary.....	Brooklyn.....	Kings.
Ecka, Mina.....	Brooklyn.....	Kings.
Finch, Elva.....	Fulton.....	Schoharie.
Fish, Mabella S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Flint, Cora B.....	Gainesville.....	Wyoming.
Flint, Minnie.....	Gainesville.....	Wyoming.
France, Constance.....	New York.....	New York.
Frantz, Ella M.....	Ellenville.....	Ulster.
Freeholder, Eva.....	New York.....	New York.

Name.	Town.	County.
Fronce, Lilly W.....	Newburgh.....	Orange.
Gabie, Florence.....	Yonkers.....	Westchester.
Gantz, Rachel.....	Brooklyn.....	Kings.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Mand.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Grant, Maud.....	Newburg.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Hamilton, Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Hawkins, Frankie C.....	Oswego.....	Oswego.
Haws, Hattie.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.
Hitz, Matilda.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Horle, Matilda.....	New York.....	New York.
House, Eliza M.....	Brooklyn.....	Kings.
Howard, Annie M.....	Colchester.....	Delaware.
Hunt, Katie.....	Gates.....	Monroe.
Jaycox, Martha.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Judge, Alice.....	New York.....	New York.
Kaiser, Cornelia.....	New Paltz.....	Ulster.
Keefe, Catherine.....	Rockland.....	Sullivan.
Kelly, Mary A.....	New York.....	New York.
Ketchum, Clara E.....	Greenbush.....	Rensselaer.
Kilroy, Catherine.....	Kingston.....	Ulster.
Knack, Catherine.....	Fremont.....	Sullivan.
Knorr, Eliza.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.
Kugler, Annie C.....	Ramapo.....	Rockland.
Kurz, Josephine.....	New York.....	New York.
Lamm, Bertha.....	Brooklyn.....	Kings.
Landt, Lina.....	New York.....	New York.
Lang, Josephine.....	New York.....	New York.
Larsson, Emma C.....	Stony Point.....	Rockland.
Lavandoske, Rosa.....	Clarkstown.....	Rockland.
Levy, Jane.....	New Lots.....	Kings.
Lewis, Mary A.....	Albany.....	Albany.

Name.	Town.	County.
Logue, Catherine.....	Yonkers.....	Westchester.
Long, Mary.....	New York.....	New York.
Long, Nellie.....	New York.....	New York.
Lovell, Antoinette V.....	Brooklyn.....	Kings.
Marks, Sarah.....	New York.....	New York.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.
McCatty, Ellen M.....	Brooklyn.....	Kings.
McMickle, Malvina.....	Wallkill.....	Orange.
McShane, Mary A.....	New York.....	New York.
Millard, Cora L.....	Beekman.....	Dutchess.
Miller, Emma M.....	Newtown.....	Queens.
Miller, Eunice.....	Gilboa.....	Schoharie.
Nathan, Rachel.....	New York.....	New York.
Nicholson, Mary.....	New York.....	New York.
Ogle, Elizabeth.....	Newburg.....	Orange.
O'Keefe, Margaret.....	New York.....	New York.
Ottmer, Katie F.....	Brooklyn.....	Kings.
Palmer, Elizabeth A.....	Troy.....	Rensselaer.
Peterson, Caroline.....	Brooklyn.....	Kings.
Pfeffer, Mary C.....	New York.....	New York.
Phillipski, Annie.....	Yonkers.....	Westchester.
Pinder, Edna.....	Middleburgh.....	Schoharie.
Poblinski, Bessie.....	New York.....	New York.
Porter, Sarah A.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Rapp, Mary E.....	Albany.....	Albany.
Richter, Jane.....	New York.....	New York.
Rinneberg, Annie.....	Brooklyn.....	Kings.
Rosenberg, Annie.....	New York.....	New York.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catharine.....	New York.....	New York.
Schoonmaker, Amanda.....	Rochester.....	Ulster.
Snedden, Kate A.....	New York.....	New York.
Solomon, Esther.....	New York.....	New York.
Starbuck, Anna L.....	Malta.....	Saratago.
Stockner, Alice.....	New York.....	New York.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.
Thurston, Hannah.....	Hempstead.....	Queens.
Tiedemann, Margaret.....	New York.....	New York.
Turner, Gertrude.....	Brooklyn.....	Kings.

Name.	Town.	County.
Tyrell, Jenevra.....	Brooklyn.....	Kings.
Van Varick, Isabella S.....	New York.....	New York.
Vogel, Bertha.....	New York.....	New York.
Waidler, Ann L.....	Long Island.....	Queens.
Weidmann, Lizzie.....	New York.....	New York.
Wilson, Theresa.....	New York.....	New York.
Young, Blanche.....	New York.....	New York.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.
Zwink, Emily.....	New York.....	New York.

REPORT OF THE ATTENDING PHYSICIAN.

Diseases.	Cases.	Diseases.	Cases.
Abscess.....	1	Measles.....	18
Acne.....	2	Neuralgia.....	1
Adenitis.....	2	Paralysis (post-diphtheritic).....	1
Anæmia spinal.....	1	Peritonitis (perforative).....	1
Bronchitis.....	1	Peritonitis (tubercular).....	1
Caries of spinal column.....	1	Pharyngitis.....	3
Caries of sternum.....	1	Pneumonia (catarrhal).....	2
Chromophytosis.....	1	“ (croupous).....	5
Cough (nervous).....	12	Psoriasis.....	1
Croup (membranous).....	1	Rheumatism.....	1
Diphtheria.....	24	Rotheln.....	1
Eczema.....	4	Stricture of Urethra.....	1
Epilepsy.....	1	Tonsillitis.....	27
Erysipelas.....	2	Typhlitis.....	1
Fever (intermittent).....	5	Varicella.....	3
Fever (typhoid).....	1	Wounds.....	1
Injuries slight.....	6		

To the President and Board of Directors :

GENTLEMEN :—Herewith I submit a report of the work done in the hospital of the Institution under your care during the past year.

Two diseases have prevailed as epidemics during this period, viz., measles and diphtheria. On the 15th of February, a case of the former malady was discovered at the Mansion House, and although the patient was at once isolated, the disease spread rapidly among the inmates of the same building until eighteen in all were prostrated, including two adult employees. All the cases recovered.

While this epidemic was at its height, diphtheria made its appearance, first in the person of a female domestic. This disease also spread, twenty-four cases having occurred in all, the large majority of whom were domestics. One death took place, that of a female child, about twelve years old.

Complete isolation was of course resorted to, the cottage hospital being opened, the measles cases occupying one floor, the diphtheria patients the other.

Two of the boys were severely injured by a coasting accident during the winter. They were at once sent to Roosevelt Hospital, and ultimately recovered.

A curious epidemic of non-febrile cough developed during the month of May, about twelve of the younger girls being affected at once.

Five cases of croupous pneumonia were treated, two of which resulted in death, one dying suddenly and unexpectedly, while the disease was apparently running a favorable course. The other death was the result of purulent infiltration of the lung and exhaustion.

One boy died from shock and collapse, living but four hours after he was taken sick. On autopsy, it was found that a perforation had formed in the caput coli, as the result of the presence of a foreign body as large as a hickory nut, which seemed to be composed of two orange-seeds.

In company with the Superintendent, Mr. Brainerd, I have made several examinations of the drainage of the buildings, but have failed to find anything which could be regarded as a cause of disease.

The Consulting Physician, Dr. Herrick, came to the Institution, whenever requested to do so, which was frequently, and gave valuable advice in the management of the cases.

The Superintendent, Mr. Brainerd, and the Matron, Mrs. Henry, have warmly co-operated with me in my work, and the nurse, Miss Frazer has performed her arduous and exacting duties with zeal and intelligence.

I have the honor to remain,

Yours respectfully,

W. T. ALEXANDER, M.D.

OCTOBER 1, 1886.

REPORT OF THE OPHTHALMOLOGIST AND OTOLOGIST.

No. 105 MADISON AVENUE, NEW YORK, Oct. 1, 1886.

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—I have the honor to submit the following report of examinations, operations, etc., occurring in the Ophthalmological and Otological Departments during the past fiscal year.

OPHTHALMOLOGICAL.

Diseases, etc.	Cases.	Remarks.	Cases.
Abcess Upper Lid	1	Cured.. ..	1
Astigmatism.....	1	Benefitted by glasses	1
Blepharitis.....	3	Cured.....	3
Blepharo-Conjunctivitis...	3	Cured.....	3
Conjunctivitis	25	{ Cured... ..	19
		{ Under treatment.....	6
Cataract, Traumatic.....	1		
Canthoplasty (double)...	2	Operated successfully.....	2
Entropium.....	1	Operation pending.....	1
Hypermetropia.....	11	Glasses adjusted... ..	9
Hyposphagma.....	2	Cured	2
Injury to eyeball by blow..	1	Recovered from	1
Keratitis.....	1	Cured... ..	1
Maculæ Corneæ.....	3	Benefitted by treatment....	3
Myopia.....	2	Glasses adjusted	2
Persistent Pupillary Membrane.....	1		
Retinitis Pigmentosa.....	1		
Strabismus Convergens...	4	Operation pending.....	4
Strabismus Divergens...	1	Operation pending.....	1
Trachoma Acute.....	16	{ Cured... ..	13
		{ Under treatment.. ..	3
Trachoma Sub-Acute.....	3	{ Cured... ..	2
		{ Under treatment.....	1
Urticaria Palpebrarum....	1	Cured.....	1

OTOLOGICAL.

Diseases, etc.	Cases.	Remarks.	Cases.
Otitis, Media, Purulentia.	4	{ Cured	2
		{ Under treatment	2
Epithelial cast of auditory canal, externus.....	1	Removed entire.....	1

Among the grave operations in the Ophthalmological Department, may be noted the removal of an irritable and totally sightless eye, to prevent the probability of ensuing blindness in its fellow, which further delay would most assuredly have occasioned.

A double canthoplasty was performed upon two members of one family (brother and sister) to obviate the binding of the lids upon the eyeball, thereby relieving much inconvenience and suffering the patients formerly experienced, not to mention the successful cosmetic results obtained in both instances.

During the year, each pupil in the Institution had been examined carefully for any affection of the eyes, with special reference to those of a contagious nature, and with generally gratifying results.

The increase of lid troubles, as compared with former years, as shown by the schedule, is due to the examinations above alluded to rather than to an actual multiplicity of cases; as by these examinations most of the cases reported came under observation, which, otherwise, would have gone unrecognized, and never have been complained of by the pupils.

An examination of all the pupils since the beginning of the present fall term, gives promise of general freedom from such troubles. The Superintendent informs me that changes productive of a salutary sanitary influence will soon be completed, which will go far toward preserving and maintaining that excellence in such matters for which the New York Institution has ever been so justly noted.

Very Respectfully,

F. C. RILEY, M.D.

APPENDIX.

TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dimission of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected

LAWS AND BLANK FORMS.

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."

PASSED, APRIL 29, 1875.

The people of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institutions to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled " An act to provide for the care and education of deaf-mutes ").

Passed, April 29, 1875

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz. : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion,

extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and all the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, } ss. :

County of ,

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of 18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for ; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

CERTIFICATE

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, } ss. :

County of ,

I have this day selected.....of the town of..... county of....., son [or daughter] of.....who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of18 , (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county of.....in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }
 } of the town of
 }

Dated.....18 .

FORM OF APPLICATION.

To be sent to the Superintendent of Public Instruction, Albany, in case of candidates for admission twelve years of age and over.

The undersigned..... of the town of..... in the county of..... do hereby certify that..... of said town, is deaf and dumb. The said..... was..... years of age on the....day of.....18 ; is of good moral character, free from disease, and possesses intellectual faculties capable of instruction.

The names of the parents of the said..... are..... ; and the said parents have resided in the State for the last three years. They respectfully apply for the appointment of said..... as a State pupil in the New York Institution for the Instruction of the Deaf and Dumb ; and I would recommend the application to the favorable consideration of the Superintendent of Public Instruction. The parents are unable to provide the said..... with clothing.*

Dated.....18 .

..... }
..... } *of the town of*
..... }

To the Superintendent of Public Instruction, Albany.

* In case the parents are able to provide clothing, the above sentence should be erased.

FORM OF BOND.

Know all men by these presents, that we.....of
in the county of.....and State
 of....., and.....of.....
 in the county of.....and State of.....are
 held and firmly bound unto....., the treasurer of the New
 York Institution for the Instruction of the Deaf and Dumb, and his
 successors in office in the sum of.....dollars, for
 which payment, well and truly to be made, we bind ourselves, our
 heirs, executors, and administrators, jointly and severally, firmly by
 these presents.

Sealed with our seals. Dated at.....this.....
 day of.....A. D....

Whereas.....of.....in the county
 of.....and State of.....has
 been or is about to be admitted as a pupil in the Institution aforesaid:

Now, therefore, the condition of this obligation is such, that if
 the above named obligors shall well and truly pay, during the con-
 tinuance of the said....., as such pupil, the sum of
 three hundred dollars per annum for.....board and tuition, semi-
 annually in advance, and shall also pay in advance the sum of fifty
 dollars a year for clothing, and shall also pay on demand all sums
 charged to the account of said.....for money or necessary
 articles furnished to said.....; and shall also pay interest
 on each bill, from and after the time it shall become due, then this
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in)
 presence of)

..... [L. S.]
 [L. S.]

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue, Kingsbridge Road and One Hundred and Sixty-Third street, about nine miles from the City Hall.

The Institution can be reached by all Elevated railroads to Harlem, and thence by Cable Road on One Hundred and Twenty-Fifth street, to One Hundred and Sixty-Third street on Tenth Avenue.

PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

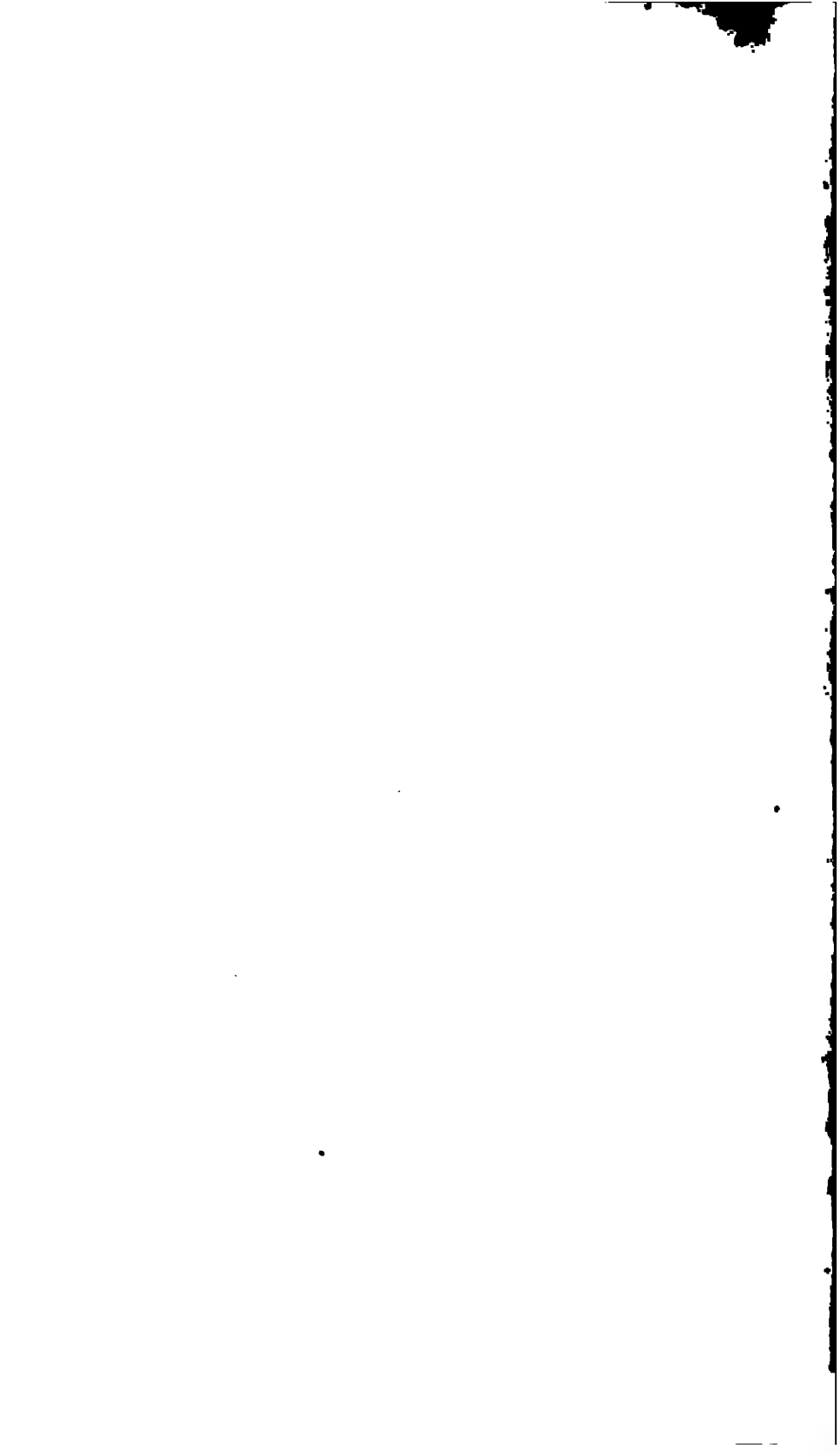
FORM OF BEQUEST.

I give and bequeath to the "The New York Institution of the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance
the names of its*

MUNIFICENT BENEFACTORS.

EPHRAIM HOLBROOK,	JOHN ALSTYNE,
WILLIAM DENNISTOUN,	SETH GROSVENOR,
ELIZABETH DEMILT,	SIMON V. SICKLES,
MADAME ELIZA JUMEL,	THOMAS C. CHARDAVOYNE,
SARAH STAKE,	JAMES ANDERSON,
SARAH DEMILT,	THOMAS FRIZZELL THOMPSON,
JOHN NOBLE,	THOMAS RILEY,
THOMAS EGGLESTON,	JAMES N. COBB,
SAMUEL S. HOWLAND,	ELIZABETH GELSTON,
THOMAS EDDY,	ROBERT C. GOODHUE,
BENJ. F. WHEELWRIGHT,	DANIEL MARLEY,
MARIA M. HOBBY,	ELIZA MOTT,
BENJAMIN ABRAMS,	SAMUEL WILLETTS,
JAMES KELLY.	



SIXTY-NINTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dun

TO THE

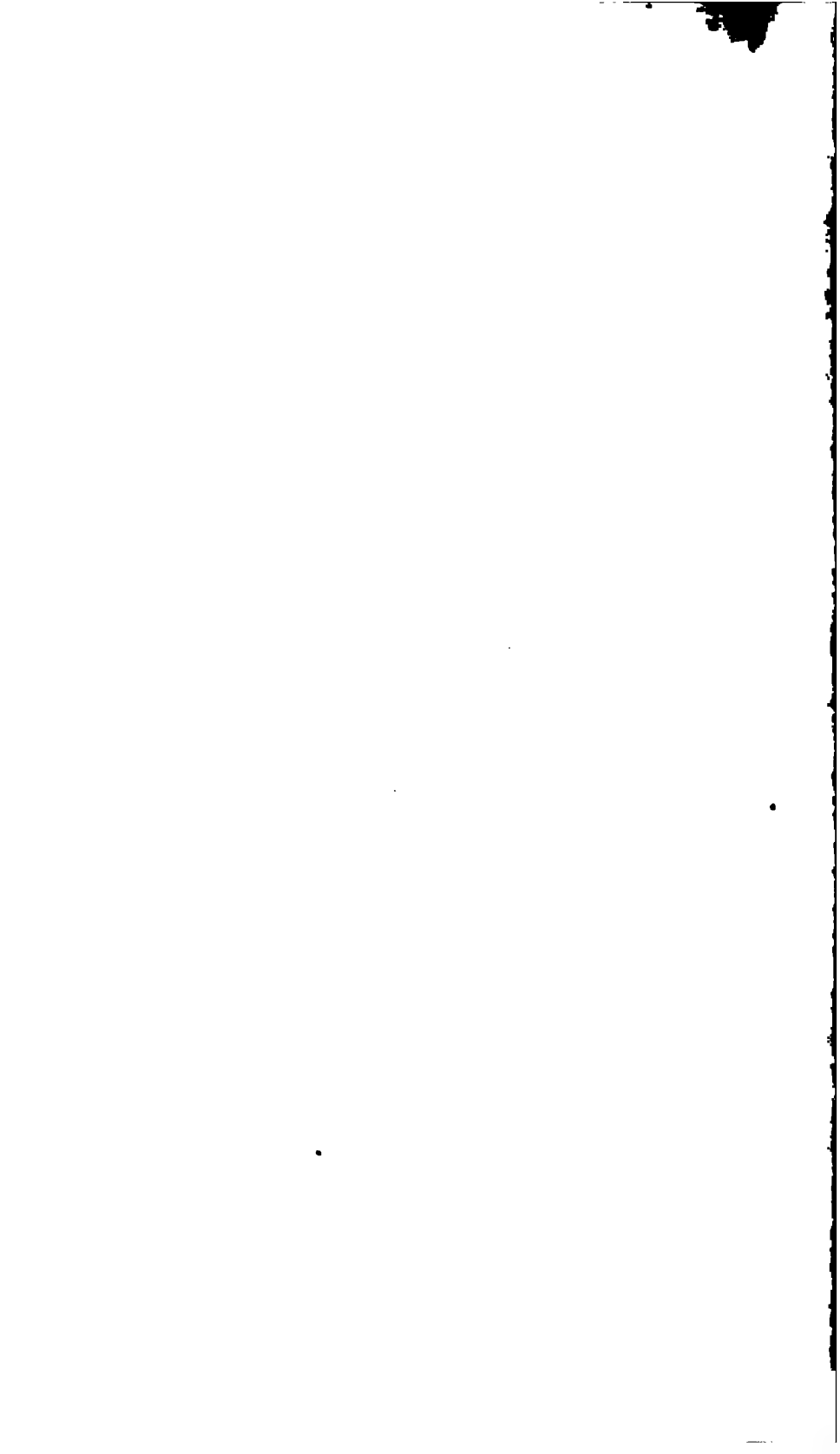
LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1887.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND D
1888.



SIXTY-NINTH ANNUAL REPORT
AND
DOCUMENTS
OF THE
New York Institution
FOR THE
Instruction of the Deaf and Dum
TO THE
LEGISLATURE OF THE STATE OF NEW YORK,
For the Year 1887.



NEW YORK :
PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUM
1888.

SIXTY-NINTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1887.



NEW YORK :

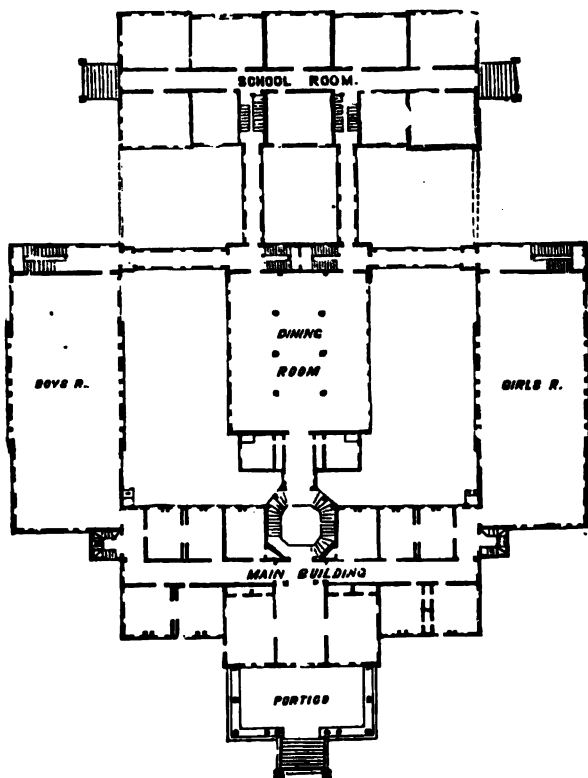
PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.
1888.

17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100
101
102
103
104
105
106
107
108
109
110
111
112
113
114
115
116
117
118
119
120
121
122
123
124
125
126
127
128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152
153
154
155
156
157
158
159
160
161
162
163
164
165
166
167
168
169
170
171
172
173
174
175
176
177
178
179
180
181
182
183
184
185
186
187
188
189
190
191
192
193
194
195
196
197
198
199
200
201
202
203
204
205
206
207
208
209
210
211
212
213
214
215
216
217
218
219
220
221
222
223
224
225
226
227
228
229
230
231
232
233
234
235
236
237
238
239
240
241
242
243
244
245
246
247
248
249
250
251
252
253
254
255
256
257
258
259
260
261
262
263
264
265
266
267
268
269
270
271
272
273
274
275
276
277
278
279
280
281
282
283
284
285
286
287
288
289
290
291
292
293
294
295
296
297
298
299
300
301
302
303
304
305
306
307
308
309
310
311
312
313
314
315
316
317
318
319
320
321
322
323
324
325
326
327
328
329
330
331
332
333
334
335
336
337
338
339
340
341
342
343
344
345
346
347
348
349
350
351
352
353
354
355
356
357
358
359
360
361
362
363
364
365
366
367
368
369
370
371
372
373
374
375
376
377
378
379
380
381
382
383
384
385
386
387
388
389
390
391
392
393
394
395
396
397
398
399
400
401
402
403
404
405
406
407
408
409
410
411
412
413
414
415
416
417
418
419
420
421
422
423
424
425
426
427
428
429
430
431
432
433
434
435
436
437
438
439
440
441
442
443
444
445
446
447
448
449
450
451
452
453
454
455
456
457
458
459
460
461
462
463
464
465
466
467
468
469
470
471
472
473
474
475
476
477
478
479
480
481
482
483
484
485
486
487
488
489
490
491
492
493
494
495
496
497
498
499
500
501
502
503
504
505
506
507
508
509
510
511
512
513
514
515
516
517
518
519
520
521
522
523
524
525
526
527
528
529
530
531
532
533
534
535
536
537
538
539
540
541
542
543
544
545
546
547
548
549
550
551
552
553
554
555
556
557
558
559
560
561
562
563
564
565
566
567
568
569
570
571
572
573
574
575
576
577
578
579
580
581
582
583
584
585
586
587
588
589
590
591
592
593
594
595
596
597
598
599
600
601
602
603
604
605
606
607
608
609
610
611
612
613
614
615
616
617
618
619
620
621
622
623
624
625
626
627
628
629
630
631
632
633
634
635
636
637
638
639
640
641
642
643
644
645
646
647
648
649
650
651
652
653
654
655
656
657
658
659
660
661
662
663
664
665
666
667
668
669
670
671
672
673
674
675
676
677
678
679
680
681
682
683
684
685
686
687
688
689
690
691
692
693
694
695
696
697
698
699
700
701
702
703
704
705
706
707
708
709
710
711
712
713
714
715
716
717
718
719
720
721
722
723
724
725
726
727
728
729
730
731
732
733
734
735
736
737
738
739
740
741
742
743
744
745
746
747
748
749
750
751
752
753
754
755
756
757
758
759
760
761
762
763
764
765
766
767
768
769
770
771
772
773
774
775
776
777
778
779
780
781
782
783
784
785
786
787
788
789
790
791
792
793
794
795
796
797
798
799
800
801
802
803
804
805
806
807
808
809
810
811
812
813
814
815
816
817
818
819
820
821
822
823
824
825
826
827
828
829
830
831
832
833
834
835
836
837
838
839
840
841
842
843
844
845
846
847
848
849
850
851
852
853
854
855
856
857
858
859
860
861
862
863
864
865
866
867
868
869
870
871
872
873
874
875
876
877
878
879
880
881
882
883
884
885
886
887
888
889
890
891
892
893
894
895
896
897
898
899
900
901
902
903
904
905
906
907
908
909
910
911
912
913
914
915
916
917
918
919
920
921
922
923
924
925
926
927
928
929
930
931
932
933
934
935
936
937
938
939
940
941
942
943
944
945
946
947
948
949
950
951
952
953
954
955
956
957
958
959
960
961
962
963
964
965
966
967
968
969
970
971
972
973
974
975
976
977
978
979
980
981
982
983
984
985
986
987
988
989
990
991
992
993
994
995
996
997
998
999
1000
1001
1002
1003
1004
1005
1006
1007
1008
1009
1010
1011
1012
1013
1014
1015
1016
1017
1018
1019
1020
1021
1022
1023
1024
1025
1026
1027
1028
1029
1030
1031
1032
1033
1034
1035
1036
1037
1038
1039
1040
1041
1042
1043
1044
1045
1046
1047
1048
1049
1050
1051
1052
1053
1054
1055
1056
1057
1058
1059
1060
1061
1062
1063
1064
1065
1066
1067
1068
1069
1070
1071
1072
1073
1074
1075
1076
1077
1078
1079
1080
1081
1082
1083
1084
1085
1086
1087
1088
1089
1090
1091
1092
1093
1094
1095
1096
1097
1098
1099
1100
1101
1102
1103
1104
1105
1106
1107
1108
1109
1110
1111
1112
1113
1114
1115
1116
1117
1118
1119
1120
1121
1122
1123
1124
1125
1126
1127
1128
1129
1130
1131
1132
1133
1134
1135
1136
1137
1138
1139
1140
1141
1142
1143
1144
1145
1146
1147
1148
1149
1150
1151
1152
1153
1154
1155
1156
1157
1158
1159
1160
1161
1162
1163
1164
1165
1166
1167
1168
1169
1170
1171
1172
1173
1174
1175
1176
1177
1178
1179
1180
1181
1182
1183
1184
1185
1186
1187
1188
1189
1190
1191
1192
1193
1194
1195
1196
1197
1198
1199
1200
1201
1202
1203
1204
1205
1206
1207
1208
1209
1210
1211
1212
1213
1214
1215
1216
1217
1218
1219
1220
1221
1222
1223
1224
1225
1226
1227
1228
1229
1230
1231
1232
1233
1234
1235
1236
1237
1238
1239
1240
1241
1242
1243
1244
1245
1246
1247
1248
1249
1250
1251
1252
1253
1254
1255
1256
1257
1258
1259
1260
1261
1262
1263
1264
1265
1266
1267
1268
1269
1270
1271
1272
1273
1274
1275
1276
1277
1278
1279
1280
1281
1282
1283
1284
1285
1286
1287
1288
1289
1290
1291
1292
1293
1294
1295
1296
1297
1298
1299
1300
1301
1302
1303
1304
1305
1306
1307
1308
1309
1310
1311
1312
1313
1314
1315
1316
1317
1318
1319
1320
1321
1322
1323
1324
1325
1326
1327
1328
1329
1330
1331
1332
1333
1334
1335
1336
1337
1338
1339
1340
1341
1342
1343
1344
1345
1346
1347
1348
1349
1350
1351
1352
1353
1354
1355
1356
1357
1358
1359
1360
1361
1362
1363
1364
1365
1366
1367
1368
1369
1370
1371
1372
1373
1374
1375
1376
1377
1378
1379
1380
1381
1382
1383
1384
1385
1386
1387
1388
1389
1390
1391
1392
1393
1394
1395
1396
1397
1398
1399
1400
1401
1402
1403
1404
1405
1406
1407
1408
1409
1410
1411
1412
1413
1414
1415
1416
1417
1418
1419
1420
1421
1422
1423
1424
1425
1426
1427
1428
1429
1430
1431
1432
1433
1434
1435
1436
1437
1438
1439
1440
1441
1442
1443
1444
1445
1446
1447
1448
1449
1450
1451
1452
1453
1454
1455
1456
1457
1458
1459
1460
1461
1462
1463
1464
1465
1466
1467
1468
1469
1470
1471
1472
1473
1474
1475
1476
1477
1478
1479
1480
1481
1482
1483
1484
1485
1486
1487
1488
1489
1490
1491
1492
1493
1494
1495
1496
1497
1498
1499
1500
1501
1502
1503
1504
1505
1506
1507
1508
1509
1510
1511
1512
1513
1514
1515
1516
1517
1518
1519
1520
1521
1522
1523
1524
1525
1526
1527
1528
1529
1530
1531
1532
1533
1534
1535
1536
1537
1538
1539
1540
1541
1542
1543
1544
1545
1546
1547
1548
1549
1550
1551
1552
1553
1554
1555
1556
1557
1558
1559
1560
1561
1562
1563
1564
1565
1566
1567
1568
1569
1570
1571
1572
1573
1574
1575
1576
1577
1578
1579
1580
1581
1582
1583
1584
1585
1586
1587
1588
1589
1590
1591
1592
1593
1594
1595
1596
1597
1598
1599
1600
1601
1602
1603
1604
1605
1606
1607
1608
1609
1610
1611
1612
1613
1614
1615
1616
1617
1618
1619
1620
1621
1622
1623
1624
1625
1626
1627
1628
1629
1630
1631
1632
1633
1634
1635
1636
1637
1638
1639
1640
1641
1642
1643
1644
1645
1646
1647
1648
1649
1650
1651
1652
1653
1654
1655
1656
1657
1658
1659
1660
1661
1662
1663
1664
1665
1666
1667
1668
1669
1670
1671
1672
1673
1674
1675
1676
1677
1678
1679
1680
1681
1682
1683
1684
1685
1686
1687
1688
1689
1690
1691
1692
1693
1694
1695
1696
1697
1698
1699
1700
1701
1702
1703
1704
1705
1706
1707
1708
1709
1710
1711
1712
1713
1714
1715
1716
1717
1718
1719
1720
1721
1722
1723
1724
1725
1726
1727
1728
1729
1730
1731
1732
1733
1734
1735
1736
1737
1738
1739
1740
1741
1742
1743
1744
1745
1746
1747
1748
1749
1750
1751
1752
1753
1754
1755
1756
1757
1758
1759
1760
1761
1762
1763
1764
1765
1766
1767
1768
1769
1770
1771
1772
1773
1774
1775
1776
1777
1778
1779
1780
1781
1782
1783
1784
1785
1786
1787
1788
1789
1790
1791
1792
1793
1794
1795
1796
1797
1798
1799
1800
1801
1802
1803
1804
1805
1806
1807
1808
1809
1810
1811
1812
1813
1814
1815
1816
1817
1818
1819
1820
1821
1822
1823
1824
1825
1826
1827
1828
1829
1830
1831
1832
1833
1834
1835
1836
1837
1838
1839
1840
1841
1842
1843
1844
1845
1846
1847
1848
1849
1850
1851
1852
1853
1854
1855
1856
1857
1858
1859
1860
1861
1862
1863
1864
1865
1866
1867
1868
1869
1870
1871
1872
1873
1874
1875
1876
1877
1878
1879
1880
1881
1882
1883
1884
1885
1886
1887
1888
1889
1890
1891
1892
1893
1894
1895
1896
1897
1898
1899
1900
1901
1902
1903
1904
1905
1906
1907
1908
1909
1910
1911
1912
1913
1914
1915
1916
1917
1918
1919
1920
1921
1922
1923
1924
1925
1926
1927
1928
1929
1930
1931
1932
1933
1934
1935
1936
1937
1938
1939
1940
1941
1942
1943
1944
1945
1946
1947
1948
1949
1950
1951
1952
1953
1954
1955
1956
1957
1958
1959
1960
1961
1962
1963
1964
1965
1966
1967
1968
1969
1970
1971
1972
1973
1974
1975
1976
1977
1978
1979
1980
1981
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
2018
2019
2020
2021
2022
2023
2024
2025
2026
2027
2028
2029
2030
2031
2032
2033
2034
2035
2036
2037
2038
2039
2040
2041
2042
2043
2044
2045
2046
2047
2048
2049
2050
2051
2052
2053
2054
2055
2056
2057
2058
2059
2060
2061
2062
2063
2064
2065
2066
2067
2068
2069
2070
2071
2072
2073
2074
2075
2076
2077
2078
2079
2080
2081
2082
2083
2084
2085
2086
2087
2088
2089
2090
2091
2092
2093
2094
2095
2096
2097
2098
2099
2100
2101
2102
2103
2104
2105
2106
2107
2108
2109
2110
2111
2112
2113
2114
2115
2116
2117
2118
2119
2120
2121
2122
2123
2124
2125
2126
2127
2128
2129
2130
2131
2132
2133
2134
2135
2136
2137
2138
2139
2140
2141
2142
2143
2144
2145
2146
2147
2148
2149
2150
2151
2152
2153
2154
2155
2156
2157
2158
2159
2160
2161
2162
2163
2164
2165
2166
2167
2168
2169
2170
2171
2172
2173
2174
2175
2176
2177
2178
2179
2180
2181
2182
2183
2184
2185
2186
2187
2188
2189
2190
2191
2192
2193
2194
2195
2196
2197
2198
2199
2200
2201
2202
2203
2204
2205
2206
2207
2208
2209
2210
2211
2212
2213
2214
2215
2216
2217
2218
2219
2220
2221
2222
2223
2224
2225
2226
2227
2228
2229
2230
2231
2232
2233
2234
2235
2236
2237
2238
2239
2240
2241
2242
2243
2244
2245
2246
2247
2248
2249
2250
2251
2252
2253



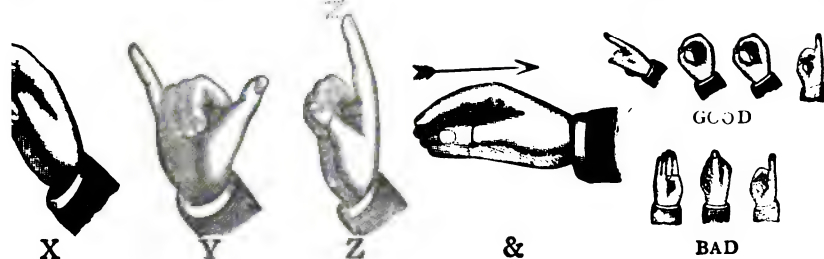
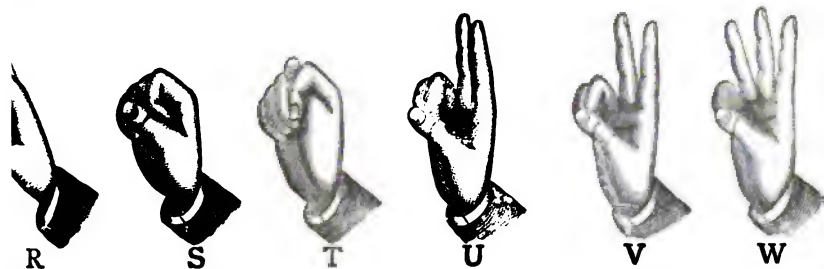
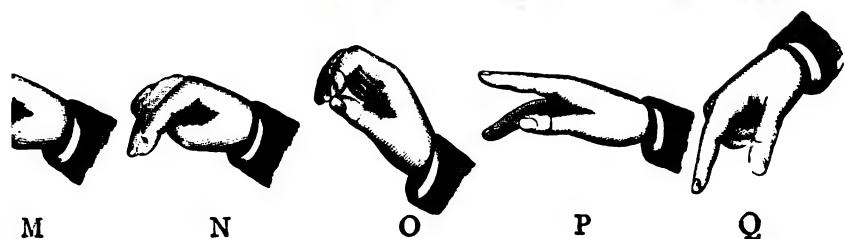
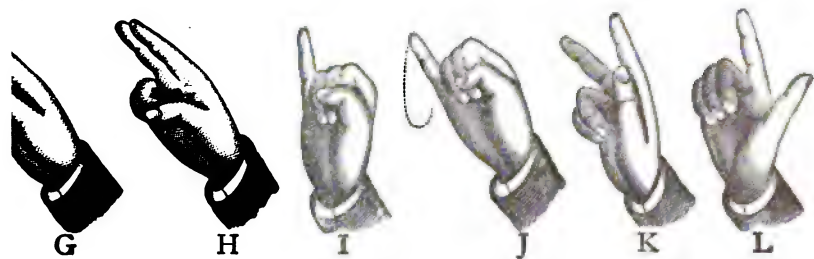
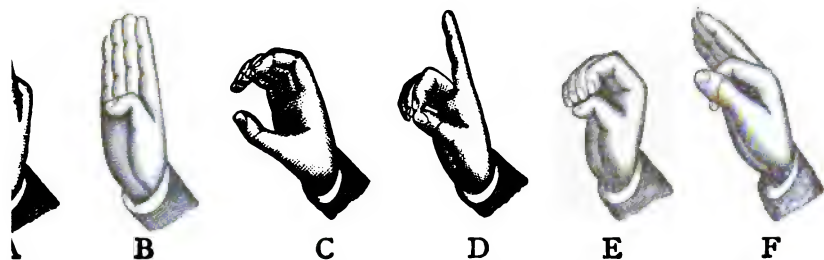


INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.

SCALE.
 0 25 50 100 ft



OFFICERS AND DIRECTORS.

PRESIDENT,

HON. ENOCH L. FANCHER, LL.D.

FIRST VICE-PRESIDENT,

REV. CHARLES A. STODDARD, D.D.

SECOND VICE-PRESIDENT,

MORRIS K. JESUP.

TREASURER,

GEORGE A. ROBBINS.

SECRETARY,

THATCHER M. ADAMS.

First Class—Term expires May, 1888.

REV. THOMAS GALLAUDET, D.D.,	DAVID S. EGGLESTON,
BENJAMIN H. FIELD,	GEORGE A. PETERS, M.D.,
JOHN L. TONNELE,	REV. SULLIVAN H. WESTON, D.D.,
JOHN T. TERRY,	FREDERIC JAMES DEPEYSTER.

Second Class—Term expires May, 1889.

HEWLETT SCUDDER,	HON. ALBERT M. PATTERSON,
HON. ENOCH L. FANCHER, LL.D.,	REV. CHAS. A. STODDARD, D.D.,
WILLIAM A. WHELOCK,	EVERETT HERRICK, M.D.,
AVERY T. BROWN,	EDGAR S. AUCHINCLOSS.

Third Class—Term expires May, 1890.

MORRIS K. JESUP,	JAMES O. SHELDON,
EDWARD M. TOWNSEND,	GEORGE A. ROBBINS,
THATCHER M. ADAMS,	WILLIAM M. HALSTED,
GEORGE F. BETTS,	WALTER H. LEWIS.

*Officers and Directors.***STANDING COMMITTEES.***Executive Committee.*

REV. CHARLES A. STODDARD, D.D., *Chairman*,
 JOHN T. TERRY, WILLIAM M. HALSTED,
 GEORGE F. BETTS, JOHN L. TONNELE.
 (The President and Treasurer *ex officio*.)

Finance Committee.

JAMES O. SHELDON, EDWARD M. TOWNSEND,
 HON. ALBERT M. PATTERSON.
 (The President *ex officio*.)

Committee of Instruction.

REV. THOMAS GALLAUDET, D.D., REV. SULLIVAN H. WESTON, D.D.,
 EDWARD M. TOWNSEND, JAMES O. SHELDON,
 AVERY T. BROWN.
 (The President *ex officio*.)

Law Committee.

HON. ENOCH L. FANCHER, LL.D., THATCHER M. ADAMS,
 GEORGE F. BETTS.

Library Committee.

AVERY T. BROWN, GEO. A. PETERS, M.D.,
 FREDERIC J. DEPEYSTER.

Ladies' Committee.

MRS. JOSEPH W. PATTERSON..... *Chairman pro tem.*
 MRS. HELENA T. BROWN..... *Secretary.*
 MISS JULIA COOPER..... *Treasurer.*
 MRS. JOHN T. TERRY, MRS. EDWARD OOTHOUT,
 MRS. HENRY A. OAKLEY, MRS. CHARLES A. STODDARD,
 MRS. ELLEN WALTER, MRS. ETHAN ALLEN,
 MRS. JAMES O. SHELDON, MRS. HENRY M. DAY,
 MISS JULIA RHINELANDER, MISS HARRIET TABER,
 MRS. EDWARD M. TOWNSEND, (One vacancy.)
 (The Visiting Committee is changed every month.)

Committee on Nominations.

MORRIS K. JENCK, AVERY T. BROWN,
 EVERETT HERRICK, M.D.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

DEPARTMENT OF ARTICULATION, LIP-READING AND AURAL
DEVELOPMENT.

Managing Professor.

E. HENRY CURRIER.

EMILY McALLISTER, *Assistant.*

ACADEMIC DEPARTMENT.

WILLIAM HENRY BISHOP, B.A.

IDA MONTGOMERY.

MALE GRAMMAR DEPARTMENT.

THOMAS F. FOX, M.A.

WILLIAM G. JONES, B.A.

WALTER B. PEET.

ELIZABETH M. STRYKER.

FEMALE GRAMMAR DEPARTMENT.

IDA MONTGOMERY.

JANE T. MEIGS.

MYRA L. BARRAGER.

MALE PRIMARY DEPARTMENT.

CHESTER Q. MANN.

CHAS. W. VAN TASSELL.

LUANN C. RICE.

FEMALE PRIMARY DEPARTMENT.

JOSEPHINE L. ENSIGN.

DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

Managing Professor.

MADAME SARAH E. LEPRINCE.

GEORGIE DECKER, *Assistant.*

ADMINISTRATIVE DEPARTMENT.

SUPERINTENDENT.

CHAUNCEY N. BRAINERD.

ATTENDING PHYSICIAN.

W. T. ALEXANDER, M.D.

CONSULTING PHYSICIANS.

EVERETT HERRICK, M.D., GEORGE A. PETERS, M.D.

OPHTHALMOLOGIST AND OTOLOGIST.

FREDERICK C. RILEY, M.D.

STEWARD.

C. N. BRAINERD.

ASSISTANT STEWARD.

W. S. CRITTENDEN.

CLERK.

GEO. P. GREENLEAF.

MATRON.

MRS. SUSAN L. HENRY.

ASSISTANTS.

MISS PRUDENCE LEWIS—Chief Supervisor of Girls.
MISS MYRA M. LONG—Matron of Primary Department.
MISS SARAH H. McCREADY—Housekeeper.
MRS. ANN L. TURNER—Linen Room.

NURSE.

MISS SARAH A. FRASER.

SUPERVISORS.

JOHN A. MELLEDDY,	MARY E. MONTGOMERY.
LINCOLN S. RISLEY,	MRS. RACHEL A. COOK.
FREDERICK H. KING,	JENNIE WILLIAMS,
ELIZABETH WARRING.	

ENGINEER.

JOSEPH H. BANKS.

NIGHT WATCH.

FREDERICK A. GERLOFF,
GEORGE P. OGILVIE, JENNIE FREEGANS.

INDUSTRIES AND TRADES.

INSTRUCTORS.

PRINTING.

EDWIN A. HODGSON, M.A.

CARPENTRY.

EDWARD CLEARWATER.

CABINET-MAKING.

C. HENRY INTEMANN.

SHOEMAKING.

JOHN LECHTHALER.

TAILORING.

PHILIP SAMUELS.

GARDENING.

ALBERT METZGER.

FARMING.

JOHN T. ZIEGLER.

BAKING.

THOMAS BEATTY.

DRESS-MAKING.

(*Vacancy.*)

SHIRT-MAKING.

JANE CULLEN.

PLAIN SEWING.

HANNAH BARRY.

SIXTY-NINTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully present to the Legislature of the State of New York their Sixty-Ninth Annual Report, for the year ending September 30th, 1887.

In this report, we aim to place before your honorable body, and through you to the people of our State of New York, a thorough and careful accounting of our stewardship ; to inform you in detail, minute and painstaking, through the reports of our executive staff, all that can present itself or bear upon the operation of this public trust.

Since the opening of the Institution in 1818, it has cared for 3,142 pupils, and of that number graduated 2,798, who were able at once to take part in the active duties of life. It is safe to say that not four per cent of this number have ever again become a public charge on the State.

During the past year, 391 pupils have been under instruction. Of this number, 253 were males, and 138 females, and these have required a staff in all of sixteen teachers. Of the total 391 pupils, but five are supported in this Institution by their friends or guardians ; the balance are supported by the State or its counties.

The Directors regret to notice a decrease in the number of pupils under their care, but can account for it only from the increase of similar institutions in other parts of the State, and the natural desire of parents to have their children near their homes where they can avail themselves of their labor or of its profits. It is most unfortunate that parents should not fully appreciate the advantage to their deaf-mute children of the full course of education which is so liberally offered them by the State.

The thoroughness of the course of instruction presided over by our talented and devoted Principal, Dr. Peet, is most convincingly demonstrated in the report of the Committee who conducted the Annual Examination in June.

We would respectfully call your attention to the special reports of Rev. Dr. Hugh McCracken, Vice-Chancellor of the University of New York, of Rev. Dr. Samuel H. Virgin, of Prof. John McMullen, of Dr. Ephraim Cutter, and of the distinguished artist, Mr. Albert Bierstadt, all

of whom assisted our Committee in their several departments of learning by personal examination of the classes.

No change of moment has been made in the corps of Instructors since the last annual report. Their arduous duties are fully described in the report of Dr. Peet, and their faithfulness attested by the results obtained at the annual examination. Their work requires peculiar tact, patience, gentleness and thoroughness, and this Board takes pleasure in bearing testimony to their skillful devotion to duty.

The health of the pupils during the past year has been good; but one death (from pneumonia) has been recorded. The usual reports of the physicians give, in tabulated form, the cases that have come under their care.

The expenses of the Institution have this year exceeded its receipts by \$1,437.14, but an analysis of the Treasurer's Report will show that while food, clothing, supplies, etc., have decreased in proportion with the less number of pupils, certain necessary repairs to the buildings, and enlargement of the Industrial Schools have taken place to account for this deficit. This industrial feature of our work deserves special mention to your honorable body. Three hours each class day are devoted to manual instruction in the trades,—printing, carpentry, shoemaking, tailoring, dressmaking,—and great interest is taken by the pupils in their work. It is their introduction to a future means of support. With quick appreciation they see that thereby they can be independent, and they eagerly avail themselves of the opportunity. Employers recognize the value of the silent workman, who wastes no time on the politics of the stage, nor listens to the eloquence of the walking delegate, and all our graduates find ready employment, on graduation, in the trades for which they have prepared themselves. We shall aim to enlarge this feature of our Institution as time and means will permit.

In the rooms at Albany of the Department of Public Instruction, under the care of the Hon. A. S. Draper, this Institution has now on exhibition articles manufactured by its pupils in its own shops, which give good evidence of their progress in the industrial arts.

Believing that it is the wish of your honorable body, that the generous and affectionate care which the people of this State give to the education of its deaf-mutes, shall find its expression in entire harmony with the general educational plan of the State; that all classes and conditions of the people, no matter how difficult to reach, shall receive at the hands of the State a good common-school education; and they shall receive this, too, as a right of American citizenship, and not as a public charity, the Board desire to record their entire sympathy with this feeling, and to assure the Legislature that in the management of this Institution they shall always aim to educate the pupils committed to

their care, as shall best promote their self-reliance, industry, and fitness to become useful members of society.

During the year which is embraced in this report, the Institution has lost, by death, two men from its Board of Directors, who were most devoted to its interests. The Hon. Erastus Brooks died in November, 1886, while holding the office of President of the Board. A suitable expression of the appreciation of his colleagues was inserted in the last report. The Rev. Sullivan H. Weston, D.D., Minister of St. John's Chapel in this city, died in the early autumn of the present year. He was a man of rare virtue, courage and learning, and a devoted servant of the Institution for the Deaf and Dumb. He gave many hours to the examinations of our schools, the inspection of the work of the pupils, and his kind heart and benevolent efforts for the amelioration of their misfortune won him their esteem and love.

All of which is respectfully submitted.

In behalf of the Board of Directors,

ENOCH L. FANCHER,

President.

THATCHER M. ADAMS,

Secretary.

Report of the Principal.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN :—In submitting to you the report of the twentieth year that has elapsed since my appointment to the responsible position of Principal of this Institution, which is also the seventieth year of its existence as a corporate body chartered by the Legislature of New York to give education to those children in the State who were bereft of the sense of hearing and of the faculty of speech, a fitting occasion is offered for considering what has been accomplished for this large and interesting class of persons.

The entire number who have been the recipients of its benefits, since its opening in May, 1818, has been 3,142, over 1,400 of whom have been instructed under my personal supervision, and 1,700 under that of my father, Dr. Harvey P. Peet, who, for thirty-six years, had been my predecessor. The number of graduates has been 2,798, of whom it is safe to say that not 100 have been dependent either as paupers or criminals upon public provision, for support, since the time when they completed the term of instruction allotted to them by the State—a fact which speaks volumes in favor of the wisdom of that policy which secures education to the deaf as well as to all other classes of the population; for, if intelligence and knowledge are essential to the prosperity of a free people, exercising the right of self-government through their chosen representatives, much more is it essential to those members of the community who, without special training, would be incapable of performing any of the functions of citizenship, and who would, instead of contributing to the general welfare, become a burden upon the body politic, and even a source of danger to the peace and happiness of its members. Ignorant of the existence of a Supreme Being, and of all law, either human or divine, unable to understand their relations even to their own parents, and cut off, by their infirmity, from all knowledge of the sentiments of others and from the ability to express their own feelings, wishes and motives of action, they could not be held responsible for their own acts nor assume the responsibility of their own support.

as gained more than she has in Institution, which has raised her to a more honorable condition to one of intelligence, refinement, and a full sense of duty. She is made acquainted with the written language, and is furnished with access to all sources of knowledge. She is instructed in regard to their relations to their God, and to this has been added such preparation as is needed for the various occupations which may be found engaged in almost every department of industry, while as teachers, superintendents, agents, government and church officials, editors, inventors and artists, they hold positions which, in themselves, entitle them to respect and confidence. Statistics of the progress of preparation which, it is hoped, can be submitted to you in the next annual report, and will give you still more than substantiate the statements just made.

An appreciable proportion have been discovered to possess the faculty of hearing, and, with the aid of an ear tube of peculiar construction, devised by our principal instructor in the department of oral education, are being brought to an aural recognition of spoken words, enabled to repeat them in a clear and correct manner. The great majority of these were unable, on their admission to the Institution, to hear the words spoken in their presence, and therefore it has been necessary that their hearing should be educated as well as developed. The results are, in all cases, very interesting, and, in some, remarkable. The ability of the toto-congenital deaf-mute to acquire euphonious articulation is very limited, but that of those in whom hearing can be developed, or who acquired the speech of childhood before becoming deaf, can be made distinctly audible and agreeable.

Lip reading, however, can be taught to all the intelligent deaf, without regard to the question, whether they now possess, or ever have possessed, any degree of hearing. This is effected by means of a phonic alphabet, which corresponds exactly with each position of the organs of speech assumed in the pronunciation of words, the pupils being taught to recognize it by the eye, without having recourse to the general appearance of the word, enabling them in all cases to read slow speech with absolute exactness, and more rapid utterance after frequent practice. This, of course, leads to phonetic spelling, the orthographic equivalents of which are taught by means of rules and their exceptions.

In this connection, the manual alphabet is found to be of valuable assistance, as the pupil, in the early stages, is enabled to give the corresponding letter with the hand, at the same time that its phonic value is

expressed by the lips, the different openings of the mouth and the tongue of the teacher, thus endowing the fingers, as it were, with something equivalent to actual speech.

This is found to be of great advantage in the instruction of a few of our pupils whose hearing is normal, but who are unable to speak, by reason of paralysis of their vocal organs.

The great work of the Institution, however, does not consist in these mechanical methods. It makes little practical difference whether the words be written or spoken or spelled on the fingers, provided their meaning be not understood, while a knowledge of the significance of isolated words is, in itself, of comparatively little use, provided the effect of their combination in sentences cannot be grasped. To give a deaf-mute a knowledge of the English Language, is one of the most difficult undertakings in which a teacher can engage. To obtain such a mastery of it as to be able to speak or write in a correct, clear, emphatic, idiomatic and agreeable style, is an achievement rare among persons who have not made it an object of special study, even if they be "to the manner born," while the foreigner seldom rises above the mere commonplace, without being betrayed into expressions so peculiar as to excite remark. The inquiry, therefore, naturally arises, How is it possible to give an available knowledge of this language to one who, from birth, has been isolated from all intellectual contact with his kind, who has never heard nor uttered a spoken word, and has never had the opportunity of listening to the varied forms in which thought is expressed.

On this question, there are three theories—one being that the pupil should, from the first, be confined to an inductive and strictly progressive grammatical system, in which difficulties should be so graduated that the knowledge of language gained should be a stepping stone to that which is yet to be acquired, and that all aids other than objects and pictures should be absolutely discarded. Another, that language should be taught only as the circumstances in which the child is placed may call it out, and that its meaning and use should be acquired by constant repetition and reiteration; the third, that following nature, the language of signs should be freely used to interpret words, phrases and sentences, and, by a system of translation from verbal language into signs and from signs into verbal language, the pupil should become able to recognize the correspondence between these two modes of expressing ideas. Our own practice is to combine the methods required by these three different theories, in such a way that the pupil shall have the benefits resulting from each.

It has been objected to the use of signs either by the teacher in connection with instruction in alphabetical language, or by the pupils them-

selves in their free intercourse with each other, that they give rise to a class of peculiar expressions called "deaf-mutisms," and that they account for all failures to use correct English. If this were so, it would be a strong argument for interdicting their use, but, as a matter of fact, they are only an embodiment of thought which nature suggests to the deaf-mute, and even if he be not allowed their use, he will still avail himself of these symbols in silent mental action, a circumstance which suggests the idea that the best means to correct any unfavorable influence arising from this bent of mind, is to teach the pupil the alphabetic equivalent of his thought, and to give him so much practice that, whenever an idea is given to him in signs, he is able at once to resolve it into language, and whenever an idea is given to him in language, he is able to express it immediately in signs, and thus feel assured of his complete comprehension thereof. The unwisdom of preventing those who have no hearing and, therefore, no knowledge of language, spoken or written, from employing signs, is evident from the fact that all persons possessing more ideas than they can express by their limited vocabulary, naturally resort to signs to make themselves more clearly understood, and it is doubtful whether any child could be brought to an understanding of spoken language but for the intervention of these important intermediaries. The mother uses them when she wishes to convey to her infant child the idea of action or motion. She beckons with her hand, when she speaks the words "Come here." She waves her hand, when she says "Go away." She presses the palm forward, when she says "Go back," and moves her palms downward, when she says "Sit down." She makes her hands flutter in the air, when she says "See the birds fly;" and unconsciously, by gesture speech, she interprets the important words of almost every complete sentence she utters.

To refuse to the deaf child, this means of access to his mind, and to forbid him the use of the method of expressing his own ideas to which nature urges him, and to prevent him from enjoying the ready flow of reciprocal thought which becomes conversation when deaf-mutes are brought together for education, is not only to continue the isolation in which adverse fortune placed him when she deprived him of the sense of hearing and the faculty of speech, but also to deny him what is found to be one of the most important aids in the education of the hearing.

This language, modified and improved on the broad plane of philosophical representation, growing in power and interest, as every other language grows, with the influx of new ideas and new subjects of thought and contemplation, becomes a means of mental development so great as to make it almost invariably the case that when there are several deaf-mutes in one family, the older ones of whom have been educated, the

youngest always comes to school with much more mental vigor and makes the most rapid progress.

This language of action stimulates the mind in a most healthful way, making it possible for our pupils, through the constant interchange of ideas in their hours of recreation, to attain to a degree of intelligence that makes the intervals of lesiure almost as useful as the time spent in study and in receiving direct instruction from their teachers.

The debates in which they participate in their literary society, the lectures delivered to them, the appeals to the conscience and the heart at services in the chapel, the uplifting of the soul in public prayer, and the rendering of pious hymns in rhythmic signs, which produce an effect similar to that of music, all tend to elevate the standard of their intellectual life ; and at the same time, day after day, by a well devised system, they are increasing their vocabularies of words, their stock of phrases and of equivalent expressions, and their knowledge of the structure of sentences, till, by the study of books, and by constant practice in composition in which every error is carefully corrected, they are brought to such a command of the English language as will enable them to make their way in life among hearing people who do not understand their signs.

The comparative attainments of the pupils in the several classes is so well set forth in the report of the Committee of Examination, that it is not necessary, in this place, to mention the results of the teaching of the year.

In the department of art, through the judicious training of a taste which is almost universal among them, they have made extraordinary advancement, and it is to be hoped that through the simultaneous cultivation of mind and eye and hand, they thus receive, they will find a resource that will increase their own happiness and combine so harmoniously with the instruction daily imparted to them in the mechanical trades, as to make their work more artistic, and hence more valuable, when they come to rely upon it in after life.

ACKNOWLEDGMENTS.

The library of the Institution, which is a constant source of pleasure and profit to our pupils, now numbers 4,000 volumes. It has been increased, in part, by purchase from the income of the fund set apart for that purpose, and also by the following donations, which are hereby most gratefully acknowledged.

57 volumes of "British Authors," from Mr. Augustus Crocker.

25 bound vols. London <i>Illustrated News</i> ,	} from Mr. Edmund A. Ward.
21 " " <i>L'Illustration</i> ,	
2 " " <i>Le Journal Amusant</i> ,	

A file of *Harper's Weekly* (several yrs.), from Mr. John A. Landy.

The Cabinet has been increased, by a valuable and complete collection of specimens of the minerals found in Utah and Colorado, presented by Mr. Lewis Martin, of Salt Lake City.

Our thanks are also due for the following newspapers and periodicals, which have been sent free to the Institution for the use and enjoyment of its inmates.

Monthly.

Our Record, Buffalo, N. Y.
 The Mute Ranger, Austin, Texas.
 The Juvenile Ranger, Austin Texas.
 The Sheltering Arms, New York City.
 The Sunday School Journal, New York City.

Semi- Weekly.

The World, New York City.

Weekly.

Sunday School Advocate, New York City.
 Deaf-Mute Record, Fulton, Mo.
 Silent Observer, Knoxville, Tenn.
 The Companion, Faribault, Minn.
 Maryland Deaf-Mute Bulletin, Frederick, Md. (Two copies.)
 Mute's Journal, Omaha, Neb. (Two copies.)
 The Evangelist, New York City.
 The Newburgh Weekly Journal, Newburgh, N. Y.
 The Rome Sentinel, Rome, N. Y.
 The Saratogian, Saratoga, N. Y.
 The Weekly State Gazette, Trenton, N. J.
 The Uptown Visitor, New York City.
 The Kentucky Deaf-Mute, Danville, Ky.
 The Goodson Gazette, Staunton, Va. (Two copies.)
 The Deaf-Mute Mirror, Flint, Mich.
 The Mute Chronicle, Columbus, Ohio.
 The Wisconsin Deaf-Mute Times, Delavan, Wis.
 The Deaf-Mutes' Journal, New York City. (Two copies.)
 The Deaf-Mute Index, Colorado Springs, Col.
 The Tablet, Romney, West Va.
 The Kansas Star, Olathe, Kansas. (Two copies.)
 Our Little People, Rochester, N. Y. (Twenty-two copies.)

The Deaf-Mute Voice, Jackson, Miss.

The Utica Herald, Utica, N. Y.

The Daily News, Berkeley, Cal.

Progress, New York City.

All of which is respectfully submitted.

ISAAC LEWIS PEET,

Principal.

**NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, Oct. 1, 1887.**

Report on the Annual Examination.

JUNE, 1887.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN :—The Committee appointed by your Board to conduct the Annual Examination of the pupils of the Institution under your charge, beg leave to submit the following report.

The duty entrusted to the Committee was discharged at the Institution on Thursday, the 16th of June instant, commencing with devotional exercises in the chapel. Your Committee take pleasure in acknowledging the valuable assistance afforded them by Miss Sweezy, Principal of the Steinway Grammar School of Long Island City ; Rev. H. M. McCracken, D.D., Vice-Chancellor of the University of the City of New York ; Rev. Dr. S. H. Virgin, of the Church of the Pilgrims ; Dr. Ephraim Cutter, Hon. Homer N. Lockwood, Prof. John MacMullen, and Rev. M. B. Angier, to whom the Committee would tender their grateful acknowledgment for the efficient aid they rendered in the examination.

The High Classes were separately examined,—the girls under the instruction of Miss Ida Montgomery, being examined in detail by Rev. Dr. Virgin, and the boys under Mr. W. H. Bishop, by Prof. MacMullen. The details of the examinations of both classes were submitted to Rev. Dr. McCracken, who exercised a general supervision over the examinations. The reports of these gentlemen will be found embodied in this report.

In the examination of the other classes, namely, those from one to eight years' standing, the Committee availed themselves of the co-operation and assistance of the several other gentlemen and the lady already mentioned. Dr. Cutter conducted the examination in Articulation and Lip-Reading, and his report will be found in its appropriate place.

In the classification of the pupils, they were distributed into twenty-three classes, under sixteen teachers, each teacher having charge of two classes, with the exception of the instructor of the male High Class. The policy of the classification was to separate the sexes, and thereby

facilitate the placing of the pupils under teachers of their own sex. The Institution has been peculiarly fortunate in its corps of teachers, and their fitness for their respective positions was as satisfactorily manifested to us in the confidential intercourse and respect between them and the pupils, as in the success shown in pursuing the labors of the class room.

The annexed schedule of the classes and their teachers, was prepared by the Principal to facilitate the examination by showing to the examiners the standing and general and special classification of the pupils.

SCHEDULE OF CLASSES, JUNE 17, 1887.

I.—MALES.

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
I.	Thomas F. Fox.....	8 years.....	20	18
II.	Walter B. Peet.....	7 years.....	17	14
III.	E. H. Currier.....	6 years.....	14	14
IV.	Walter B. Peet.....	5 years.....	19	18
V.	Elizabeth Mitchell.....	4 years.....	14	13
VI.	E. H. Currier.....	3 years.....	12	12
VII.	William G. Jones.....	3 years.....	16	16
VIII.	Elizabeth Mitchell.....	various.....	16	15
IX.	William G. Jones.....	2 years.....	19	19
X.	Chester Q. Mann.....	1½ years.....	19	18
XI.	Chester Q. Mann.....	½ year.....	5	5

KINDERGARTEN.

(Children under 10 years.)

I.	Luann C. Rice.....	2 years.....	19	19
II.	C. W. Van Tassell.....	5 mos. to 2 years.....	33	32

SPECIAL CLASSES.

(Deaf, Dumb and Blind.)

|	Thomas F. Fox.....	| various.....	3	| 3
--	--------------------	--------------	---	---

HIGH CLASS.

|	William H. Bishop....	| 8 to 11 years.....	16	15
			242	231

II.—FEMALES.

I.	Ida Montgomery.....	7 years.....	19	18
II.	Jane T. Meigs.....	6 years.....	20	20
III.	Jane T. Meigs.....	5 years.....	16	15
IV.	Myra L. Barrager.....	4 years.....	14	14
V.	Myra L. Barrager.....	3 years.....	15	15
VI.	Josephine L. Ensign..	2 years.....	18	18
VII.	Josephine L. Ensign..	1 mo. to 8 months....	12	10

HIGH CLASS.

|	Ida Montgomery.....	| 8 to 11 years.....	20	20
			134	130

RECAPITULATION.

UNDER INSTRUCTION DURING THE YEAR.		PRESENT AT THE EXAMINA- TION.	
Males,	242	Males,	231
Females,	134	Females,	130
<hr/>		<hr/>	
Total,	376	Total,	361

LIP READING.

TEACHERS.	Under instruction during the year.			Present at the Ex- amination.		
	Males.	Females.	Total.	Males.	Females.	Total.
E. H. Currier.....	26	15	41	26	13	39
Elizabeth Mitchell.....	17	10	27	16	10	26
Jane T. Meigs.....		17	17		17	17
M. E. McAllister.....	50	10	60	50	10	60
Thomas F. Fox.....	20		20	18		18
Walter B. Peet.....	36		36	32		32
William H. Bishop.....	16		16	15		15
Mrs. A. T. Mann.....	24		24	23		23
Miss Richmond		11	11		11	11
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	189	63	252	180	61	241

AURAL DEVELOPMENT.

E. H. Currier.....		12	12		11	11
Elizabeth Mitchell.....	9	8	17	9	8	17
Jane T. Meigs.....		17	17		17	17
M. E. McAllister.....	3	9	12	3	9	12
Miss Richmond		2	2		1	1
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	12	46	60	12	46	58

DRAWING.

Mme. Sarah E. Le Prince..	238	134	372	228	130	358
---------------------------	-----	-----	-----	-----	-----	-----

As has been the custom, the Committee present brief *résumés* of extracts from the papers of each class, taking them in the reverse order of their attainments, beginning with the least advanced. The principle of classification being the capacity and actual attainment of the pupil rather than his time under instruction, several of the classes contain pupils who have been at school a longer or shorter time. The standard, therefore, is to be taken as that of the majority of the class.

MALE DEPARTMENT.

The Eleventh Class

was the least advanced in the school, aside from the Juvenile, or Kindergarten, classes. It was under the instruction of Mr. Chester Q. Mann, and was composed of five pupils who had come after the other classes had been formed, or who were unusually dull of comprehension. The general standing was six months. They had been under faithful and persevering instruction. One had gone through twenty pages of "Peet's Language Lessons," and had practiced a number of exercises in writing which indicated very creditable proficiency. The other four had been learning the names of the twelve elementary objects, and had made commendable progress. Considering the disadvantages under which its members labored, the Committee were satisfied with the progress of this class.

Tenth Class.

Mr. Mann was also the instructor of this class, which contained nineteen boys whose standing was one year and a half. All of them were of considerable better average capacity than the last mentioned class, and had made greater actual advancement. They had gone through one hundred and fifty-nine pages in "Peet's Language Lessons," and four Sections of Dr. Peet's "Scripture Lessons," and had memorized two hymns, *viz.*, "Nearer, my God, to Thee," and "Beautiful Zion." Lip-Reading had been taught for an hour daily, and an hour each week was devoted to drawing, under Madame Le Prince. They were able to enumerate with tolerable facility, and to perform easy exercises in addition. Their penmanship was commendable, and altogether the exercises were very good for a class of so short a time at school.

Ninth Class.

This class, of two years' standing, under the instruction of Mr. William G. Jones, was composed of nineteen boys. Their text books had been "Goodrich's Child's History of the United States," "Mitchell's First Lessons in Geography," "Peet's Scripture Lessons," "Ray's Arithmetic," Hymns, Exercises in the Phonic Alphabet, with Original Sentences, and

Grammatical Symbols, Model Letters and Drawing once a week. Among some of the exercises performed by the pupils were the following. The words *try*, *happy*, and *very*, were given for the pupils to include in original sentences. One specimen, among many, is appended: "We have *tried* to learn our lessons well." "I am *very happy*, because vacation is near." To the questions, "Do you like school? Why?" came the reply, "Yes, sir; I like school, because I want to be a smart boy." Appended is one of the problems given, and the answer returned: "Frank bought 70 plums at the rate of 7 for a cent; how much did he pay for them?" "He paid 10 cents for them; because 70 divided by 7 gives 10." These pupils were thoroughly examined on what they had studied, and in their general knowledge, and gave the most satisfactory evidence of faithful instruction.

Eighth Class.

The eighth class was of a mixed standing, ranging all the way from three months to seven years. It was under the instruction of Miss Elizabeth Mitchell, and contained sixteen pupils, separated into two divisions. This class was examined by Hon. Mr. Lockwood, who questioned them in the studies of the year, *viz.*, Bible Lessons, Geography, Monroe's First and Second Readers, and Language, and overlooked their exercises in Penmanship. In the various exercises which these pupils performed, they acquitted themselves admirably, and exhibited decided proficiency. Appended are specimen examination papers: "What is a continent?" "A continent is a very large tract of land surrounded by water." "What is a volcano?" "A burning mountain." The product of 4,832,846,875 multiplied by 35 was worked out by six of the class. The majority of the pupils wrote out the Lord's Prayer, the Ten Commandments, and "Rock of Ages."

Seventh Class.

In this class, under the instruction of Mr. William G. Jones, were sixteen pupils of three years' standing. Their examination indicated a very thorough acquaintance with the text books they had used, which included "Goodrich's Child's History of the United States," "Mitchell's First Lessons in Geography," Scripture Lessons, "Ray's Primary Arithmetic," Hymns, Exercises in Original Sentences, the Phonic Alphabet, and Grammatical Symbols. The examination in original sentences, United States history and geography, was very interesting. The answers to the questions on these subjects, of which examples are here given, were written with ease and promptness. "Why was King Philip the enemy of the English?" "Because he thought they were taking too much land from the Indians. He wanted to destroy them." "What was the Calumet?" "When making peace, each Indian

smoked the same pipe. It was called the Calumet. It was three feet long, and richly decorated." "What trade do you like best? Why?" "I like to work as a shoemaker. When I leave school, I can support myself making shoes." "Write sentences containing the words *begin, nice, to.*" "The weather is *nice* now. It *begins* to be warm."

Sixth Class.

There were in the Sixth Class twelve boys of three years' standing, taught by Mr. E. H. Currier. The class was examined by Rev. Dr. Gallaudet in the studies of the year, embracing Letter Writing and English Composition, Primer of United States History, Primer of Geography, "Barton's Language Lessons in Arithmetic," Penmanship, Hymns and Bible Lessons. In geography and history, they passed an excellent examination, answering promptly all the questions asked. In arithmetic, they were familiar with and showed great quickness in the three ground rules. The following were among the answers they rendered to questions proposed: "Who were the Northmen, or Norse?" "They were a people who lived in the northwestern part of Europe. They were very strong and brave, and dressed in the skins of animals. They wore heavy armor. They were fierce and cruel, and liked to rove about the sea, and to take land belonging to other people." "Of what benefit was the discovery of the Mariner's Compass?" "It gave to man a sure guide in navigating the ocean, and made voyages safer and more speedy." "Write an original sentence." "At night, I am fond of reading 'Raindrop.' I like it better than any other book." "Write a journal of yesterday." "Yesterday morning, I asked Joe to let me read his book. I know that he wrote about me in it. He would not let me read it. We came to school in the morning yesterday, and worked in the afternoon. After work, we had a good game of baseball. In the evening, we studied hard to be ready for examination to-day."

Fifth Class.

This class, of four years' standing, was taught by Miss Elizabeth Mitchell, and comprised fourteen pupils, of whom one was absent from the examination. Their course of study had been Bible Lessons, United States History, Geography, Arithmetic, Language, and Exercises in Penmanship, Lip-Reading and Model Letters. They had been well instructed in all these branches, and gave full and accurate replies to questions given. Following are specimens: "By whom was Negro Slavery introduced into America?" "It was introduced by the Dutch." "What do Pagans worship?" "They worship images of stone and wood. Such images are called idols. Pagans are often called idolaters." The answers to the request to multiply 3,824,678,943 by 135, and divide

632,156 by 15, were correctly given by all except three. The following journal indicates the progress of this class in the use of the English Language: "We are glad to have our examination this afternoon. After dinner, we went into the chapel. We saw the girls of Miss Montgomery's class go on the stage. They signed the hymn, 'Nearer, my God, to Thee.' Then Rev. Dr. Gallaudet stood up and spoke to the pupils, and said prayer."

Fourth Class.

In this class there were eighteen pupils under the instruction of Mr. Walter B. Peet. Their standing was five years, and they had pursued a course of study which included the Geography of North America, United States History, Arithmetic, Bible Lessons and Hymns, and Exercises in Language, Lip-Reading, Penmanship, Letter Writing and Drawing. The class had made good progress in all their studies, more notably in United States History as far as the Revolutionary War, and in the geography of North America including the United States and Canada. The examination was in all respects satisfactory and worthy of commendation, as will be seen from the answers given to questions proposed:—"What can you say of New York City?" "It is the metropolitan city of the United States and the fourth largest city in the world. It is situated on Manhattan Island, at the mouth of the Hudson River, and has a fine harbor." "Who were the Northmen?" "They were a race who lived in the northwestern part of Europe. They were large and strong, and loved to fight with other people and rob them of their goods and lands. They were hardy and good sailors." "What can you say of Charleston, S. C.?" "It is the first rice market in the United States, and is situated at the junction of the Ashley and Copper Rivers. Fort Sumter is here. Charleston claims the honor of being the Commercial Metropolis of South Carolina." The class also performed problems in the four ground rules and in decimals, and made an excellent showing in the examination.

Third Class.

Fourteen boys, of six years' standing, composed this class, under Mr. E. H. Currier, and they were examined by Miss Sweezy, Principal of the Steinway Grammar School of Long Island City. Their course of study had been English Composition and Letter Writing, Geography, Geographical Cards, "Swinton's United States History," Historical Cards, Astronomy ("Carleton's Cyclopædia"), Arithmetic, Six Hundred and Twenty-five Proverbs, Bible Lessons, and Hymns, Study in the Dictionary, and Exercises in Lip-Reading, Penmanship and Drawing. The examination of this class was very thorough, and brought full and very original replies to a large number of questions on the various

topics. The pupils showed themselves at ease in their work, and used most excellent language in framing their answers. It is to be regretted that space permits an exhibit of only a few specimens of the answers given in reply to the questions asked; they will, however, be sufficient to indicate the decided advancement made by these pupils, whose examination, in all respects, was decidedly successful. The Gulf Stream was thus described: "It is an ocean current flowing in a northeastern direction, from the Gulf of Mexico to England, by way of the Atlantic. The severity of the climate in this country has been much modified by this stream." "What is meant by the term firmament?" "It is the vast expanse of the sky visible from the earth. The phrase that sometimes expresses the meaning of the 'firmament,' is 'the canopy of heaven,' from its great rounded canopy overhead. In clear weather, the color of the firmament appears to be blue, but the blueness is chiefly an effect of the vapor, for the dryer the air, the darker is the blue, and in very dry climates, and on the top of high mountains, it becomes almost black." The questions in Arithmetic were very difficult to answer, but the problems were performed by nearly all the pupils. All were successful with the proverbs and hymns, and several of the boys wrote the story of Balaam in such an original style that it is a pity space does not permit us to give them in detail. Teacher and pupils alike can well rest content with the result of their work.

Second Class.

The Second Class had a standing of six years. It was instructed by Mr. Walter B. Peet, who had under his instruction seventeen pupils. Their studies were Geography of North America, United States History. Arithmetic, Bible Lessons, and Exercises in English Composition, Lip-Reading, and Penmanship. In United States History, they had gone as far as the Revolutionary War, including an account of early discoveries, settlements, colonial developments, and the French and Indian wars. In geography and history, they showed a familiarity with the subjects mentioned above. In arithmetic, all the class showed a good degree of proficiency and a rapidity in performing the operations. Their command of language was commendable, and the general uniformity of excellence attained in the class, speaks well for the care and diligence bestowed upon its instruction. We give some of the questions proposed and the answers to them: "What caused King Philip's War, and when was it?" "King Philip's War was in 1675. The Indians were jealous of the English, who had bought most of their land. Two Indians were hung for the murder of an English settler. The Indians, in revenge, killed some of the settlers, and this caused the war." "What can you say of Christopher Columbus?" "He was a native of Genoa. His

brothers were sailors, and Columbus went to sea with them. Columbus thus learned to navigate a ship and govern a crew. He made many expeditions, and at length became celebrated by the discovery of America." "What was the fate of Ponce de Leon?" "In 1512, he sailed from the island of Porto Rico to search for a land where there was gold, and streams whose waters gave endless youth to those who drank of or bathed in them. He landed on the coast of Florida, and tasted and bathed in every stream that he found. It was in vain, as he died soon afterward from the poison of Indian arrows."

First Class.

There were in this class, of eight years' standing, eighteen youth, the most advanced of those pupils who remain through the ordinary period of instruction. Their instructor was Mr. Thomas F. Fox, and during the year they had pursued English Composition in connection with Conversational Exercises, Letters and Daily Journals, English Grammar, Arithmetic (Reduction and Fractions), Geography of the United States and Europe, History of England, ("Carleton's Encyclopædia") History of the United States, ("Higginson's"), Bible Study and Hymns; Exercises in Lip-Reading (Phonic Alphabet), Penmanship and Drawing. The examination was conducted by Rev. Dr. Angier, who personally overlooked the work of the pupils and gave his opinion in the following terms: "The examination is a grand success. You outdo many boys who can hear and speak. It has been a very pleasant and a memorable morning for me. I am glad I came, and shall be happy to see you all again." The progress of this class, in all their studies, was very good, the principal feature being the general freedom and correctness of the language used by the pupils, and the readiness with which they expressed the ideas of the text book in words of their own. This will be seen from the subjoined specimens, selected from among their papers. "What did the last United States Census show?" "It indicated a great increase in the population of the country. Every State and Territory shared this increase more or less, and in ten years, from 1870 to 1880, there was a total increase of nearly thirty-eight millions." "What is the most important industry in the United States?" "Agriculture ranks first among our industries. To this we owe the great progress of our country. We give food to the world, besides supplying our own wants." "How is language made, and of what does it consist?" "The different languages are made to suit the world. Each language consists of many thousands of words which, like trees or persons, can be divided into a small number of classes. We thus obtain the Parts of Speech, and when we fully understand them, we can write good language." Write sentences containing the phrases, "Seems probable,"

"Should be able," "Ought to be ashamed." "It seems probable that we shall all have an enjoyable vacation." "There are people who cannot read or write, but who *should be able* to do so." "Our teacher thinks we *ought to be ashamed* of ourselves, if we fail in this examination." "What was the character of the Seventeenth Century in England?" "This century was noted for its turbulence and civil wars throughout the British Empire. Trouble arose from the conflict between the supporters of civil liberty and absolute authority. The strange part of the history of this time was that the conflict between these two principles was provoked by the Stuarts and brought about their ruin."

JUVENILE DEPARTMENT.

The classes of this department, five in number, containing in all fifty-two pupils, occupy the Mansion House. The pupils here are all boys below the age of ten, their standing being from six months to four years.

Fifth Class.

In this class there were three boys who had been five months at school. Mr. C. W. Van Tassell was their instructor, Dr. Peet's "Language Lessons" was the text book in use, and from exercises in this they had learned the names of the twelve elementary objects. These boys, though regarded as dull, had been taught to write some letters of the alphabet, and to spell on the fingers, which was certainly a great advance on their condition upon entering the school.

Fourth Class.

The next higher class, also under Mr. Van Tassell, had four pupils of six months' standing. The text book had been Dr. Peet's "Language Lessons," in which they had studied six pages, including the verb "*touch*" in the past tense, and the pronouns *I*, *you*, and *he*. They had practice in dictation, being required to make a sign for every word as it was spelled to them. In penmanship, they had daily exercises in writing, both with pens, and with crayons on the large slates. They showed a great advance on the class mentioned above.

Third Class.

Sixteen pupils, under Mr. Van Tassell, formed this class, with a standing of from six months to two years. The course of instruction had been Dr. Peet's "Language Lessons," Dr. Peet's "Scripture Lessons," Numeration, and Penmanship. In addition to having a command of many words, and being able to write their names, ages and residences, they were able to express their wants intelligibly, and could count from one to one thousand, in words and figures. Their exercises at the examination showed the result of careful instruction.

Second Class.

This was the most advanced of the four classes under the instruction of Mr. Van Tassell. In it there were twelve boys, with a standing of from one to three years. They had studied more than a hundred pages of "Peet's Language Lessons," embracing the use of adjectives, the conjunction *and*, and the personal pronouns, *we*, *you*, *they*, *him*, *her*, *it*. They had also learned two sections of Peet's "Scripture Lessons," and performed simple exercises in Addition, by dictation. They had learned to read and reply to written questions, and several had written letters to their friends. Their penmanship was excellent, and the exercises at their examinations spoke well for the conscientious zeal of their instructor.

First Class.

This was the most advanced of the classes at the Mansion House. It was under the instruction of Miss Luann C. Rice, and consisted of nineteen pupils, in two divisions, their standing being two years. The studies were Dr. Peet's Course of Instruction, Parts I. and II.; Dr. Peet's Language Lessons and Scripture Lessons, Arithmetic, Letters, Journals, Lip Reading and Penmanship. The examination of these pupils showed wonderful progress in the branches taught, many of the little fellows being as bright and as well advanced in the elementary branches as any boys of their age enjoying all their senses. It is no doubt owing to the rare gift of the instructor, who besides being a most competent teacher, is a kind but strict disciplinarian. In Mr. Van Tassel and Miss Rice, the Institution possesses two teachers who excel in caring for and instructing the young, and who bring forth the best possible results.

Class of Blind Pupils.

The special examination of this class was conducted by Miss Swezey, of the Steinway Grammar School, Long Island City. The pupils were James H. Caton, whose standing was eleven years, and Richard T. Clinton, with a standing of ten.

Both of these boys had been under the instruction of Mr. Thomas F. Fox, who had taught them by means of spelling in their hands, and by the use of signs. Caton's course of study embraced the Bible, English Literature—"Carlton's Encyclopædia," United States History, Mental Arithmetic, Daily Journals and Original Compositions. His examination, conducted through questions which he answered on the type-writer, showed a wonderful command of language, as for instance, in his description of berry picking, he wrote; "Every summer I get employment at picking berries and other fruits. It is great fun, and it pays. I have no trouble in picking, as I can feel the berries; and I pick

them and place them in the boxes as fast as those who can see. Then when the large boxes are placed in the wagon, I get in and sit by my father, and we drive at a quick rate to the wharf. I enjoy the excitement." Clinton was not so far advanced. His studies were Exercises in Language, Scripture Lessons, Hymns, Geography, Mental Arithmetic and Selections in the Animal Creation from "Carlton's Cyclopedia." His use of language is here shown: "Last Saturday I went to the city. I wanted to talk with Mr. Murphy. This morning after breakfast I had a long talk with Coulter. This afternoon I shall work at caning the bottom of a baby carriage. I like my trade. Some boys play ball every day. The girls like to play croquet." When it is considered that this boy came to school at the age of twelve, blind and totally ignorant of any language, the progress he has made is very gratifying as well as remarkable.

FEMALE DEPARTMENT.

Seventh Class.

In this class were the least advanced of the female pupils. They were twelve in number, having a standing of from one to eight months, and were under the instruction of Miss Josephine L. Ensign. All of these pupils had learned the names of twelve objects, had mastered the alphabet in both its manual and written forms, and could write numbers from one to one hundred. With two exceptions, all of them had had daily written exercises in language, having finished from one to thirty pages of their text book. Their examination, which necessarily partook more of the form of an exhibition than of a written examination, showed the benefits they had derived from the careful and painstaking instruction of their teacher.

Sixth Class.

This class was a grade higher than the preceding. It was also under the instruction of Miss Ensign, and contained eighteen pupils of two years' standing. They had studied and reviewed, the greater part of "Peet's Language Lessons," Selections from "Peet's Course of Instruction, Part III.," a few pages of Scripture Lessons, and had memorized the Lord's Prayer, the Doxology and five hymns. Lessons had been given in penmanship, and they had had daily exercises in writing numbers from one to one thousand. Most of these pupils had been taught by dictation, and the results, as shown by the examination, speak very highly for the ability and experience of the teacher.

Fifth Class.

There were in the fifth class, fifteen girls, who were examined by Mr. Avery T. Brown. The class was taught by Miss Myra L. Barrager,

and had a standing of three years. The studies, during the year, were "First Lessons in Geography," "Wisdom Teeth for Little People," Arithmetic, Exercises in Language, the Bible, "Peet's Scripture Lessons," Hymns, Penmanship, Lip-Reading and Drawing. Appended are some of the exercises at the Examination. "Who was the great American traitor?" "Gen. Benedict Arnold. He attempted to surrender West Point, on the Hudson, to the British." "Tell the story of Washington and the hatchet." "One day, his father gave him a new hatchet. His father had a fine cherry tree. While his father was walking in the garden, he noticed the cherry tree had been cut. He called George. He asked him if he did it. The little fellow said, 'Yes, Sir; I did it.' George was not punished, for he had told the truth." This class, as seen from the above specimens, deserve commendation for the very fine showing they made in their examination, which was deservedly successful.

Fourth Class.

The Fourth Class, which consists of fourteen girls, with a standing of four years, has been under the instruction of Miss Myra L. Barrager. The pupils have made considerable progress in their studies, showing good understanding and attention on their part, and faithfulness on the part of their teacher. Their studies embraced "Manual of Geography," History of the United States, Arithmetic, Exercises in Language, the Bible, "Peet's Scripture Lessons," Lip-Reading, Hymns, Penmanship and Drawing. In geography, which these pupils had studied for a few months only, they showed both judgment and quickness of comprehension somewhat unusual for beginners. In all their studies, they exhibited a thorough understanding of the subjects. One of the exercises in history was, "Give an account of Smith's capture by the Indians," to which, in reply, a pupil wrote as follows: "During a voyage on a branch of the James River, Smith was captured by the Indian King Powhatan. He was sentenced to death. Pocahontas, the daughter of the king, pleaded for Smith. The king spared his life, and set him free."

Third Class.

The examination of this class was conducted by Mr. Avery T. Brown. In it there were sixteen pupils, of five years' standing, under the instruction of Miss Jane T. Meigs, who, during the year, had taught them the Bible, Geography, History of the United States, Arithmetic, and Exercises in Language, Grammar, Penmanship, Model Letters and Dialogues, and Lip-reading. The result of this instruction, as shown in the examination, was very satisfactory, evincing a steady progress in all these branches. Below are given specimen questions in the examination and the answers elicited: "Why did Captain Smith leave James-

town?" "He was injured by an explosion of gunpowder, which compelled him to go to England for medical treatment." "What is a Mariner's Compass?" "It is a box, round in shape, which contains a magnet on a pivot." "Which is the oldest city in the United States?" "St. Augustine, which was founded by the Spaniards, in 1565." These pupils shewed great familiarity with the Bible and hymns. They were well versed in the ground rules of arithmetic, and used simple but correct language, indicating careful cultivation in this important branch.

Second Class.

In the Second Class, also under the instruction of Miss Meigs, there were twenty young girls, whose standing was six years. Their studies had been the Bible and Hymns, "Parley's Universal History," Geography, Exercises in Grammar with Symbols, Arithmetic, Penmanship, Model Letters and Dialogues, Articulation, and Lip-reading. In the studies above mentioned, the class was closely examined, and showed a familiarity with all the subjects, especially with the Bible and hymns, history and geography. In history, the defeat of Braddock was described as follows: "General Braddock and his army marched till they were within seven miles of Fort Du Quesne. Suddenly a volley of musketry was fired on them from behind the trees of the woods. This caused a panic. Braddock tried to encourage his men, but could not. He had five horses killed under him. At last a bullet struck him in the breast, and killed him." John Eliot was thus described: "He was the best friend the Indians ever had. He went about preaching to them, and spent many years in translating the Bible into their language, and in teaching them to read it."

First Class.

The most advanced class of the Female Grammar Department was under the instruction of Miss Ida Montgomery. The standing of the class is seven years, and it is composed of nineteen young ladies, whose studies during the year had been History of the United States, Geography, six hundred Proverbs committed to memory, twenty-two Hymns and the Creed, the Bible, Arithmetic, Compositions and Letters, Exercises in Outline Maps and Map Drawing, also, Articulation and Aural Development, by Prof. Currier. The examination of these pupils was thorough, the questions on each topic being numerous, and in some cases difficult to answer. Most of the replies were correct. Their papers were very neat, and their answers to the given questions were an evidence of the intelligent care with which they had been instructed. The following are specimens, selected at random from the examination papers: To

the request for the names of the principal explorers given: "Christopher Columbus, William Kidd, Ponce De Leon, John Cabot, Ferdinand De Soy and Sir Francis Drake." Among men of letters were named: "George Washington, Arnold, Marquis de Lafayette, Paul Revere, Thaddeus Kosciuszko and Baron Steuben." Verbs, beginning with the letters of the alphabet, produced among others: "A woman alone than in bad company," "Cleanse a man to his taste." This class showed a proficiency in the singing of the hymns and in the Bible. A satisfactory examination in every branch of the course was given.

wrote an original composition at once that the instructor used the method of imparting knowledge from the same mould. The letters were of special excellence in the present the following:

As previously mentioned, we shall try our best to make suitable arrangements for you, though we know it will be hard work for you to use your eyes more than you are accustomed to. I hope you will carry with you kind regards to your studies, etc. In conclusion, we shall not always regard you as a very kind gentleman—that is our poor little brains with hard questions."

M. S. F.

PRINCIPAL ISAM

The hours of the New York Institution for the Deaf and Dumb were marked by a noticeable excellence in the hand-writing of every pupil. The impression in the formation of letters which it would be hard to find in any other school. Entered the work of the morning, cards were distributed by myself. Questions in Anatomy. These I selected promiscuously from the book of Dr. B. Answers were placed upon the slates with great readiness. The questions asked were these: "Describe the Liver." "Draw a diagram of the lungs and connecting organs." "Who discovered the circulation of the blood, and what does Oliver Wendell say of it?" "What can you say of the hair and nails?" "Describe the process of digestion." "Name the bones of the skull." One pupil answered this question by drawing an accurate figure of the skeleton, labelling the several bones, and adding a descriptive poem. All answers were full and accurate. The examination in Rhetoric was conducted in the same way, and severely tested the memory of the pupils requiring illustrative examples of varied kinds of writing, as

very satisfactory, reflecting
Martin was request-
gures of speech, and

te is like a plant which
ing it out into the warm,
ce strengthens, and soon the
nd it puts forth blossoms of rare
te. Bring him to school and into
nd truth and wisdom, (Metaphor)
of mankind, and more worthy of the

lark, rich and red, whisper to us of love and
of purity and truth, pansies bring us heart's
he coy little mignonette simply asks for re-
wers praise Him who hath made this beautiful
that dwell therein."

would rather give a selected example. It is more
y I could invent: 'Fit the same intellect to a man
o him, it is a bow-string; to her, a harp-string.'

"The heat yesterday made some of us feel like plunging
f ice water."

urrier conducted an exercise in lip-reading and visible speech
as rarely interesting, and, in view of its results, profoundly im-
e. Dictating several sentences, he repeated them to the class,
he girls instantly transferred them to the slates with surprising
acy, one pupil, only, using slight latitude in expression, but retain-
he correct idea. This was a peculiarity of her mind, the Professor
ained. The sentences were, "This is a beautiful day." "Shall
ou be glad to go home next week?" "This is Dr. MacCracken of the
New York University." (He was present during this examination.)
An observer could only say that the deaf heard, and the dumb spake.

A Latin sentence, then a Greek sentence, put on the slate in sound
signs, or visible speech, was accurately written in English letters, and
expressed by the lips, and the wonderful value of this system of in-
struction was fully demonstrated. One young pupil was surprised that
she had spoken the first part of our Lord's Prayer in Greek.

No part of the examination revealed more clearly the great advance
in the method of teaching, nor suggested more forcibly the possibilities
of future attainments for the mute than this. Equally satisfactory was
the examination in Geography. Each one wrote a description of the
State of New York, with noticeable difference in the objects of natural
beauty chosen for mention, none, however, omitting "our beautiful

not as well-equipped physically as any group of girls. The studies of year were (1) a resumé of the History of the United States; (2) Anatomy, Physiology and Hygiene, from lectures by Professor E. H. Currier and W. B. Peet; (3) Rhetoric, from lectures by Dr. I. L. Peet; (4) Geography of the United States; (5) Proverbs (600—selected); (6) Arithmetic—practical examples; (7) the Bible—Selected Lessons; (8) Hymns 22; (9) Compositions, Poems, Stories, etc.; (10) Lip-reading and Aural Development, by Prof. E. H. Currier.

Proceeding to the slates upon the wall, each pupil wrote an original letter of welcome to their examiner, and I observed at once that the individuality of each was preserved, whatever the method of imparting instruction. They were not all cast in the same mould. The letters were all cordial and well-written. Some were of special excellence in style and diction. As a fair specimen, I present the following:

“REV. DR. VIRGIN :—It is a real pleasure to welcome you here, this beautiful day, to examine us, though we are not sure we can make it a successful one; but be assured we shall try our best to make suitable answers to all your questions, and, at the same time, will try to make this day an enjoyable one to you, though we know it will be hard work for you, as you will have to use your eyes more than you are accustomed to do, and when you leave us, I hope you will carry with you kind recollections of all our studies, etc. In conclusion, we shall not forget you, but will always regard you as a very kind gentleman—that is, if you don't abuse our poor little brains with hard questions.”

M. S. F.

There was a noticeable excellence in the hand-writing of every pupil, an ease and grace in the formation of letters which it would be hard to find equalled in a similar number of pupils from other schools. Entering upon the work of the morning, cards were distributed by myself containing questions in Anatomy. These I selected promiscuously from a large number. Answers were placed upon the slates with great readiness.

Among the questions asked were these: “Describe the Liver.” “Draw a diagram of the lungs and connecting organs.” “Who discovered the circulation of the blood, and what does Oliver Wendell Holmes say of it?” “What can you say of the hair and nails?” “Describe the process of digestion.” “Name the bones of the skull.” One young lady answered this question by drawing an accurate figure of the skull, labelling the several bones, and adding a descriptive poem. All the answers were full and accurate. The examination in Rhetoric was conducted in the same way, and severely tested the memory of the girls in requiring illustrative examples of varied kinds of writing, as

well as their accuracy in definition. It was very satisfactory, reflecting great credit on Dr. Peet, their lecturer. Miss May Martin was requested to give some original examples of all the figures of speech, and wrote as follows :

Comparison. "An uneducated Deaf-Mute is like a plant which has been confined in a dark room. Bring it out into the warm, life-giving sunshine, and the plant at once strengthens, and soon the leaves become of a rich glossy green, and it puts forth blossoms of rare and beautiful hue. So with the mute. Bring him to school and into the *golden sunshine of God's love and truth and wisdom*, (Metaphor) and soon he becomes like the rest of mankind, and *more worthy of the Hand that made him.*"

Personification. "Roses, dark, rich and red, whisper to us of love and courage, white lilies speak of purity and truth, pansies bring us heart's ease in time of trouble, the coy little mignonette simply asks for remembrance, and all flowers praise Him who hath made this beautiful round world and they that dwell therein."

Antithesis. "I would rather give a selected example. It is more beautiful than any I could invent : 'Fit the same intellect to a man and a woman ; to him, it is a bow-string ; to her, a harp-string.'"

Hyperbole. "The heat yesterday made some of us feel like plunging into a tub of ice water."

Prof. Currier conducted an exercise in lip-reading and visible speech which was rarely interesting, and, in view of its results, profoundly impressive. Dictating several sentences, he repeated them to the class, and the girls instantly transferred them to the slates with surprising accuracy, one pupil, only, using slight latitude in expression, but retaining the correct idea. This was a peculiarity of her mind, the Professor explained. The sentences were, "This is a beautiful day." "Shall you be glad to go home next week?" "This is Dr. MacCracken of the New York University." (He was present during this examination.) *An observer could only say that the deaf heard, and the dumb spake.*

A Latin sentence, then a Greek sentence, put on the slate in sound signs, or visible speech, was accurately written in English letters, and expressed by the lips, and the wonderful value of this system of instruction was fully demonstrated. One young pupil was surprised that she had spoken the first part of our Lord's Prayer in Greek.

No part of the examination revealed more clearly the great advance in the method of teaching, nor suggested more forcibly the possibilities of future attainments for the mute than this. Equally satisfactory was the examination in Geography. Each one wrote a description of the State of New York, with noticeable difference in the objects of natural beauty chosen for mention, none, however, omitting "our beautiful

Hudson." Niagara, the Lakes, the Adirondacks, the Catskills, the Cities, the Capital, the Metropolis, all received attention.

Five proverbs were asked from each. They were selected at will, and were religious, practical, humorous. Individualism again declared itself. From a little volume of hymns, I selected one for each pupil, which was written from memory upon the slates. Meanwhile a book of compositions, poems, and stories, was examined, with great delight at the versatility shown in original writing and paraphrase.

Questions in History, brought to the slates the names of famous inventors, statesmen, and warriors, the cause of the Civil war (each one writing "slavery"), and a list of its battles. The inquiry, "What is your opinion of President Cleveland?" secured answers that would have been delightful reading for our Chief Magistrate. There were many hopes for his re-election, sympathy with him in his rheumatic malady, and joy in his selection of so charming a lady for his wife.

There was but one incorrect answer at the examination in Arithmetic.

The class, by signs, repeated, in concert, the hymn, "Just as I am," and Miss Montgomery kindly wrote me a fact which all will be glad to know—viz.: "It is generally supposed that deaf-mutes cannot enjoy poetry, as they have no idea of rhyme, but I find they do appreciate it. These girls recite most of these hymns in signs, and call it singing."

The devotion expressed in look and motion, in rendering "Just as I am," convinced me that they sang with the spirit and the understanding also.

I suspended the examination at the hour of dinner, having spent three continuous hours in as delightful an exercise as I was ever called to share. These girls disclosed a high degree of intelligence, an unusual amount of accurate information, busy brains, and great joy in an ever expanding world.

Under the influence of this wise and beneficent Institution, the walls are surely falling that have hitherto shut in the deaf and dumb, and they see the outer world, and share in its treasures.

Too great praise cannot be bestowed on the skill and sympathy with which Miss Montgomery has taught her class. The kindness and care with which little errors were corrected, the smile with which the correction was received, and the readiness with which any omission was made up or misspelling changed, showed the happy relation existing between teacher and scholar.

A bouquet of flowers, fragrant with the regard of this class, extended the pleasure of the visit to the home of the examiner.

A cursory visit to other rooms, and observation of various classes, deepened, at every step, the consciousness of the great value of this In-

stitution. It is in profoundest sympathy with the great work of the founder of Christianity. The angels of God must love to encamp above and around these dwellings. If I were in spiritual peril and could reach this spot of helpful toil, I should feel safer.

The single successful work done for the Deaf, Dumb and Blind pupils, is enough to make the Institution conspicuous throughout the world. Entering with a party, we were announced by motions upon the hand of young Mr. Caton, who then seated himself at a type-writer and soon handed his teacher, Mr. Thomas F. Fox, whose skill in this specialty of instruction cannot be too highly commended, a paper on which he had written :—

“It is a great honor for us to receive a visit this afternoon from Mr. Brown, accompanied by the Reverend Drs. Virgin and Angier, Hon. Mr. Lockwood and Miss Sweezy. I feel sure that our examination will be successful. I am glad to have met you all, because I will graduate here next Tuesday. I will go fishing and berry picking this summer. I hope to have jolly times.

“Respectfully Yours,

“JAMES H. CATON.”

They who can send the Deaf, Dumb and Blind to catch fish, pick berries, and have jolly times, their minds withal filled with treasure, and the means of communication with the-world open, have wrought marvels. We can never cease to commend with warmest words the successful endeavors of Dr. Peet and his associates, and implore in their behalf the choicest blessings that Heaven can bestow.

SAMUEL H. VIRGIN.

June 21, 1887.

16 EAST 125TH STREET, NEW YORK.

Lip Reading.

All the pupils, with the necessary exception of the two blind boys, received instruction in this branch, from eight of the regular corps of instructors. The examination conducted by Ephraim Cutter, M.D., a distinguished physician of New York City, whose report follows :

“1730 BROADWAY, June 17, 1887.

“I. L. PEET, LL.D., PRINCIPAL:

“DEAR DR. :—Permit me to report that I attended the examination of your lip-readers and oripulators—Miss Mitchell's class especially—yesterday. The pupils read with their hands and read distinctly what you said with your lips.

“A little girl wrote on the blackboard your phonic alphabet, as you gave it with your lips. Also several of the pupils, who were thought to be deaf before coming to the Institution, conversed readily with a double ear tube—a very creditable thing for the Institution! I

was much pleased with the success of your methods, and more gratified to find that you had reduced the number of phonic alphabet characters as compared with Bell, and that you utilized the common alphabetical symbols in place of Bell's hieroglyphics.

"EPHRAIM CUTTER, *Life Member*."

Aural Development.

This branch of instruction was under the special direction of Prof. Currier, who was assisted by two of the lady teachers and two aspirants. Sixty pupils who possessed a sensitiveness to and an appreciation of voice-sounds, had been trained under this course, the instrument being an ear-piece and tube devised by Prof. Currier. The examinations proved the advantage to be derived from this mode of instruction by those pupils, whose latent power of hearing required only careful training to render it available for educational purposes.

Art.

Every pupil in the Institution, with the exception of those in the Blind Class, had received instruction in this branch half an hour a week from Madame Sarah E. Le Prince, Managing Professor, and two assistants. Special classes, particularly in the working studios, had been given more extended instruction with the most flattering results, as attested by the report of the examiner, Mr. Albert Bierstadt :

"1271 BROADWAY, NEW YORK,
June 17, 1887.

"DEAR PROF. PEET :—I was much pleased a few days since in my visit to your Institution to see that the Fine Arts had become a part of the study of your pupils, both male and female, to whose necessities they seem singularly well adapted.

"What impressed me was the rapid progress made by some of the pupils, and when I consider the lack of models or casts to work from, it is still more remarkable.

"Prof. and Madame Le Prince are evidently well qualified for the work they have undertaken, and their sphere of usefulness could be very much enlarged if a collection of casts could be added to the Institution.

"Your pupils have good eyes, and the things that they see in all phases of Art, are of great advantage to them.

"I might suggest also a loan exhibition of works of Art for the scholars to look at, and study more particularly. I think arrangements could be made to have them visit the Art galleries in the city on certain days. Anything that will cultivate the mind for the beautiful will form the basis for artistic effort that will enable the pupils to support themselves in after life.

"Many public-spirited citizens, knowing the object you have in view, would be glad to contribute a work of art of some kind, that would be instructive as well as decorative.

"You have plenty of wall space that can be covered with paintings, engravings, etc., etc., that will inspire some of the more talented pupils to the higher walks of artistic work.

"Sincerely Yours,

"ALBERT BIERSTADT."

CLOSING EXERCISES.

The exercises of Commencement Day, were held in the chapel of the Institution at ten o'clock, on the morning of Tuesday, June 21st. A large audience, composed of the Directors, invited guests and the friends of the pupils, completely filled the hall. Upon the occasion, the following was the

PROGRAMME.

- I. Prayer, by REV. S. H. VIRGIN, D.D.
- II. Address by the REV. S. H. WESTON, D.D.
- III. Reports of Committees.
 1. General Report on the Examination, by AVERY T. BROWN, Esq., Chairman of the Committee appointed by the Board of Directors.
 2. Special Reports on the Examination of the High Class by VICE-CHANCELLOR H. M. MACCRACKEN, PROF. JOHN MACMULLEN and REV. S. H. VIRGIN, D.D.
 3. Special Report on the Examination of the department of Lip-Reading and Aural Development, by EPHRAIM CUTTER, M.D.
 4. Special Report on the Examination of the department of Art, by ALBERT BIERSTADT, Esq.
- IV. Exercises by the Pupils, conducted by the Principal, ISAAC LEWIS PEET, LL.D.
 1. Salutatory Address, by JAMES H. CATON, deaf from birth, blind from the age of twelve.
 2. Recitation of Whittier's poem, "At School Close," by GEORGIE DECKER.
 3. Graduating Essay,—“My School Days,” by CAROLINE PETERSON.
 4. “Yankee Doodle,” in humorous signs. Solo and Chorus.
 5. Graduating Essay,—“Books,” by WILLIAM F. DURIAN.
 6. Graduating Essay,—“Female Accomplishments,” by KATIE HUNT.
 7. Oral Dialogue, by MAY MARTIN and VIRGINIA LOVELL.
 8. Graduating Essay,—“Ceramic Art,” by GEORGIE DECKER.
 9. Oration,—“Brevity,” with Valedictory Address, by WILLIAM H. ROSE.
- V. Distribution, by the President, of certificates, diplomas and prizes.

sin of talking too much is too general. Nobody knows of a minister who is accused of preaching too little.

The theatres are open to the same criticism as the newspapers and the pulpit. One of the great drawbacks of theatres, concerts and operas is that they last too long. That which was intended to be an entertainment, becomes tiresome. Three hours in a hot and crowded hall, at the end of a day of labor, are too many. The way in which a tired audience jumps from a preacher's "Amen" for the door, is only equalled by the rush which begins before the fall of the theatrical or operatic curtain.

Look, for another instance, at the amount of stuff that enters into our social life. The hen that undertook to "spread herself" over a bushel of eggs was a fair type of the modern woman who undertakes to keep up her social relations in a great city. What is called the "social tax" upon women, is something marvelous. There are hundreds of thousands of women, who are weary all the time with the work of keeping up social relations with each other; no good comes of it. It consists mostly of calling, and is never so pleasant as when the callers fail to find the lady called on, at home. If a lady can succeed in making twenty calls in an afternoon, in consequence of finding only ten ladies at home, she accounts it a successful performance of her social duties, and boasts of it as a good thing well done. We know nothing that wants boiling down more than our social life; it needs this concentrating process to make it not only significant but enduring.

Many great and noble men are making primers, so that the essential knowledge in the treatises of philosophers and the records of scientific investigators may be brought into simple and easily available forms. We must all go to primer-making, for there is not enough of any man or any lifetime to be spread over such inanities as encumber every department of human interest. The days grow no longer as the world grows older, but the interests, the employments, the amusements of the world, are increased tenfold, so that they must be concentrated and reduced in order that they may preserve their proper relations to each other, and to the capacities of life and time.

Honored Gentlemen of the Board of Directors:—By the care you have exercised over this Institution, you have made it possible for us to store our minds with useful knowledge, and to go forth in this great world, and battle for home, country, and the advancement of the highest form of civilization—Christianity. May God endow you plenteously with every thing requisite to carry on, in an enlarged manner, the noble work of teaching those of His children bereft of one of the most essential of the five senses, how to become useful men and women, and may your reward be great in Heaven. Farewell.

Principal, Professors and Teachers.:—How can we thank you, much less reward you, for the many hours you have toiled to guide our feet aright in the path of knowledge. We are the merest tyros in the great battle now to begin, but by your precepts and practice, you have instilled into our hearts and minds all that is needed to forge our way to the front, and to stay there.

The class of '87 cannot and will never cease to thank you for your work, and in their heart of hearts do they erect a monument in honor of your labor of love, and emblazoned on it in letters of gold will be these words: "The faithful teacher, the man's best friend." Certain classes and conditions of men, we are assured, will be with us always, and in a growing country, it is certain that a percentage of the people will not have the sense of hearing and the faculty of speech. May you long continue as lamps to the feet of such children, enabling them to be workers, not drones, and countless thousands will, in years to come, cherish your memories with the deepest gratitude. Farewell.

Superintendent, and other Officers of the House Department.:—We shall never forget your thoughtfulness in devising and carrying out plans for our comfort and happiness. By your kindly efforts, many of us have become masters of trades, by which we can support ourselves, and the spirit of independence with which you have fired our souls, will be intensified by the fuel that self-respect and manhood heaps upon the coals of ambition. May you long live to benefit the deaf and dumb, and reap your reward in the consciousness of duty well-performed. During the past few years you have inspired an esteem that will not be impaired by the blighting influence of Time. Farewell.

Graduating Classmates and Schoolmates.:—This, our sad parting, is brightened by the thoughts of many pleasant and profitable hours, spent together wrestling with the thousand and one variations of the three "R's" adopted as the course of study by our *Alma Mater*. May we always prove worthy children of such a grand old dame. What pleasant times we have had, and how often has dull care been chased away by the bright smiles and winsome ways of the young ladies, of whom no graduating class ever contained a prettier, wittier, and jollier number. We have been singularly fortunate. The grim angel has held aloof and bounteous nature invites us to partake of her stores. Our teachers have done all they could to develop an intellectual man and womanhood. But in addition to this, some of us have found enjoyment that has developed us physically—*viz.*, exercise in running, rowing, and ball playing. Our beautiful boat and our extensive campus will long be remembered with pleasure. Let us put forth every effort within our power to prove ourselves pure, upright

and successful men and women, and though this day we part, many to be separated perhaps for years, may an invisible tie of friendship continue to bind our hearts strongly together.

Trouble will come to us, as it comes to all, but let us bear in mind that cheerfulness, under all circumstances, is a potent panacea for the ills of life.

"Laugh, and the world laughs with you,
Weep, and you weep alone;
For this brave old Earth must borrow its mirth—
It has trouble enough of its own."

Upon the conclusion of the oration, Rev. Dr. Weston, the presiding officer on the occasion, after a few words of commendation, presented the certificates, diplomas and prizes, awarded by the following resolutions passed by the Board of Directors.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz.:

Frederick Backhaus,
Archibald McL. Baxter,
Henry Betz, Jr,
Charles F. Blake,
Wilber L. Bowers,
Nicholas Burland,
William Coombs,
Daniel Dugan,
Peter Fatier,
Peter J. Fogerty,
Martin Glynn,
John Goor,
Joseph Goreth,
William Hanson,
John Ingebrand, Jr,
Frederick Knox,
Walter Long,
Robert E. Maynard,
Frank H. McMickle,
Carlo Minotti,
Richard M. O'Sullivan,

Peter F. Redington,
George Schmidt,
Edward Schneider,
Burdette Smith,
Henry G. Thies,
James Thompson,
Antoine Wagele,
Clara E. Davis,
Ida M. Devoe,
Margaret A. Donoho,
Mabelle S. Fish,
Florence H. Hand,
Frankie C. Hawkins,
Daisy Hollister,
Elizabeth Knorr,
Malvina McMickle,
Annie Rosenberg,
Amanda Schoonmaker,
Esther Solomon,
Selina Taylor,
Hannah Thurston,

Margaret Tiedemann,

who have completed, or within the coming academical year, will com-

plete the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction; therefore,

Resolved, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, from and after the expiration of their several terms, agreeably to the existing provisions of law.

Resolved, That the following named pupils, the terms of whose appointment have expired, or during the coming year will expire, be, and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction:

Annie M. Howard, for 2 years and 8 months;

Edward McKerahan, for 5 months;

Richard T. Clinton, for 4 months and 19 days;

Maxyea Fried, for 2 months and 14 days;

William H. Rose, for 2 months and 9 days;

Henry J. Kennedy, for 2 months;

William A. Ryckman, for 2 months;

Robert Ogle, for 1 month and 5 days;

Robert H. Grant, for 1 month;

to make up time lost by reason of absence from the Institution.

Resolved, That the following named pupils, who have completed, or, during the coming year will complete the full term authorized by the law as State pupils, and who have passed a satisfactory examination, be, and they are hereby, recommended to the Superintendent of Public Instruction, to be selected for admission to the High Class, as follows:

Charles F. Mull, for three years from September 1st, 1887, vice Josephine Lang.

Charles Kiesewetter, for three years from September 1st, 1887, vice William I. Harris.

Robert Ogle, for three years from September 1st, 1887, vice Paul Engle.

Nellie Long, for three years from September 1st, 1887, vice William Cotter, Jr.

Martha A. Hamilton, for three years from September 24th, 1887, vice Georgie Decker.

Frederick W. Baars, for three years from October 8th, 1887, vice Peter Fogle.

Edith Averell, for three years from December 9th, 1887, vice James Plunkett.

Catharine Logue, for three years from December 28th, 1887, vice Frank E. Russell.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction.

Frederick Backhaus,
Archibald McL. Baxter,
Henry Betz, Jr.,
Charles F. Blake,
Wilber L. Bowers,
Nicholas Burland,
William Coombs,
Daniel Dugan,
Peter Fatier,
Peter J. Fogerty,
Martin Glynn,
John Goor,
Joseph Goreth,
William Hanson,
John Ingebrand, Jr.,
Frederick H. Knox,
Walter Long,
Robert E. Maynard,
Frank H. McMickle,
Carlo Minotti,
Richard M. O'Sullivan,
Peter F. Redington,
William H. Reiman,

George Schmidt,
Edward Schneider,
Burdette Smith,
Henry G. Thies,
James Thompson,
John Torsney,
Antoine Wagele,
Edward Whalen,
Clara E. Davis,
Ida M. Devoe,
Margaret A. Donoho,
Mabelle S. Fish,
Florence E. Hand,
Frankie C. Hawkins,
Daisy Hollister,
Eliza Knorr,
Malvina McMickle,
Annie Rosenberg,
Amanda Schoonmaker,
Esther Solomon,
Selina Taylor,
Hannah Thurston,
Margaret Tiedemann.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Frederick W. Baars,
Julius Burkhardt,
Thure E. Carlman,
John Farrell,
Maxyea Fried,
Herman Hanneman,
Charles Kiesewetter,
Edward McKerahan,
Charles F. Mull,
Robert Ogle,
William A. Ryckman,

Oscar J. Totten,
Lister Woodin,
Ida M. Atwell,
Edith Averell,
Josephine Bologne,
Martha A. Hamilton,
Hattie Haws,
Catharine Logue,
Nellie Long,
Annie Rinneberg,
Alice Stockner.

Resolved, That diplomas of the highest grade be given to the follow-

ing named pupils, who have completed a full course of three years' study in the High Class, viz :—

James H. Caton,
William F. Durian,
William H. Rose,

Georgie Decker,
Katie Hunt,
Caroline Petersen.

Resolved, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the department of art :—

DIVISION I.—BOYS' WORKING STUDIO.

Charles T. Thompson, 1st prize for china painting ; scene painting ; outdoor sketching ; composition and life class ; geometric and perspective drawing ; pen and ink sketching ; time sketching ; and charcoal studies from the cast.

Frank Avens, 2d prize for china painting and gilding ; scene painting ; outdoor sketching ; composition and life class ; geometric drawing ; pen and ink, and charcoal studies ; and time sketching.

DIVISION II.—BOYS' WORKING STUDIO.

Dennis Cunningham, 1st prize, clay modelling, china and glass painting ; painting in water colors ; studies from the object and outdoor sketching in charcoal ; composition ; geometric designs, and drawing to scale on slates.

Samuel M. Cocks, 2d prize, for china painting and gilding ; clay modelling ; geometric drawing and designing ; outdoor sketching ; pen and ink sketching ; studies, from the object, in water colors and in charcoal.

Herman Lamm, 3d prize, for outlining from nature ; pen and ink sketching ; geometric drawing ; outdoor sketching ; clay modelling ; outlining on glass, and charcoal studies from the object.

John J. McEvoy, for the best plaster cast.

Herbert H. Henriques, for the best wood carving.

For modelling of ornaments—William Long, 1st prize ; John H. Hogan, 2d prize.

GIRLS' WORKING STUDIO.

For general excellence in the designing, painting and gilding of china ; pen and ink, and water color sketching, from the object and from nature ; charcoal studies from the cast ; geometric drawing and designing—Caroline Petersen, 1st prize ; Katie Hunt, 2d prize ; Ella F. Taylor, 3d prize.

For the best set of terra cotta modellings, geometric drawing and designing, and painting on silk—May Martin, 1st prize ; Margaret A. Boyd, 2d prize ; Mabella S. Fish, 3d prize.

For the greatest improvement during the year.—Cora L. Millard.

For art needlework—Martha A. Hamilton, 1st prize ; Mary A. Branfuhr, 2d prize,

For lace work and neat stitching—Mary A. Martin.

For map drawing—Eva Freeholder, 1st prize ; Nellie Long, 2d prize.

Resolved, That the Monitorial prize, for order and management, offered by Madame Le Prince, be awarded to George Friess.

Resolved, That the prize for excellence in sewing, offered by Mr. Max F. Eller, be awarded to Annie C. Kugeler.

Resolved, That the prize, offered by Mr. Max F. Eller, for the pupil showing the greatest proficiency in the art of printing, be awarded to William F. Durian.

Resolved, That the prizes, offered by Dr. Isaac L. Peet, for the pupils showing the second and third degrees of proficiency in the art of printing, be awarded, 2d prize to F. W. Baars ; and 3d prize to R. R. Tweed.

Resolved, That a prize, for proficiency in the art of cooking, be awarded to Katie Hunt.

Resolved, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry or other studies embraced in the intermediate course, be awarded to Mabelle S. Fish.

Resolved, That the Demilt Prize, for character and scholarship, be awarded to William Coombs.

Resolved, That the Cary Testimonial be awarded to Edith Averell, for superiority in scholarship and character.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to Georgie Decker.

All of which is respectfully submitted.

AVERY T. BROWN,
THOMAS GALLAUDET,
SULLIVAN H. WESTON,

Committee on the Annual Examination.

LIBRARY FUND.		DR.	CR.
1886.			
October 1.	To balance from old account.....	\$4,228 45	\$ 252 87
	" interest on balance.....	189 76	4,115 84
		4,368 21	4,368 21
1887.			
October 1.	To balance from old account.....	4,115 84	
FRIZZELL FUND.		DR.	CR.
1886.			
October 1.	To balance from old account.....	2,761 08	2,860 40
	" interest on balance.....	99 32	
		2,860 40	2,860 40
1887.			
October 1.	To balance from old account.....	2,860 40	
HARRIET STONER FUND.		DR.	CR.
1886.			
October 1.	To balance from old account.....	163 71	169 46
	" interest on balance.....	6 75	
		169 46	169 46
1887.			
October 1.	To balance from old account.....	169 46	

MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate Fund was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Frizzell, Harriet Stoner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards erection of new buildings at Tarrytown (see Chapter 348, Laws of 1877), and consists of legacy of Ephraim Holbrook, and a bond and mortgage of \$2000 taken in payment for Real Estate.

DR.		REAL ESTATE FUND.		CR.
1886.				
October 1.	To balance from old account.....	\$28,885 50	Sept. 30. By Taxes, on Tarrytown property.....	\$ 420 37
	" 4th payment on account Legacy of Samuel Willets.....	1,000 00	" Geo. A. Wheeler, surveyor, for services.....	50 00
	" interest on balances in Trust Co's....	877 27	" cost of copy of abstract of Title.....	4 50
			" General account or deficit for the year.....	1,437 14
		30,212 77	" Balance to new account	28,300 76
				80,212 77

1887.	October 1.	To balance from old account.....	28,300 76
-------	------------	----------------------------------	-----------

MEM.—General Account owes for amounts advanced to meet deficits.....

\$24,530 47

DR.		BUILDING FUND.		CR.
1886.				
October 1.	To balance from old account.....	\$88,745 78	September 30. By balance to new account....	\$40,605 78
	" interest on Bonds and Mortgages....	1,860 00		
				40,605 78
1887.	October 1.	To balance from old account.....		
				40,605 78

Report of the Superintendent.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN: In reviewing the history of this Institution for the fiscal year ending September 30th 1887, there are many phases of interest for thought, and substantial grounds for encouragement.

I contemplate, with thankfulness, the immunity of its inmates from pestilence, fire or other calamity, and the very many benefits, they have enjoyed through the wise administration of your Board, and its Committee, whose wishes, it has been my effort to embody into the every day routine of the department placed under my supervision.

The movement of the population may be tabulated, as follows:

	Males.	Females.	Total.
Number present September 30, 1886.....	208	121	329
Former pupils re-admitted.....	18	6	24
New pupils admitted.....	27	11	38
Whole number.....	253	138	391
Number who have left during the year.....	22	10	32
Number connected with the Institution September 30, 1887.....	231	128	359

It will be seen by the foregoing table that 391 pupils have been present within the year. Of this number, 253 were males and 138 females, who were supported as follows:

By the State of New York,	285
By the Counties of the State,	76
By the State and Counties,	25
By the parents or guardians,	4
By the Institution,	1
Total,	391

A complete catalogue of the pupils has been prepared, and is herewith presented.

While our diminution of numbers is largely due to the multiplication of schools for the deaf in the State, another prolific cause, may be found in the fact, that there is a prevailing disposition on the part of many

of our pupils to leave school before completing their allotted time, seeking any employment which promises even the slightest remuneration. Why it is, that for petty gain, parents can so far forget or ignore the duty they owe to their children and the community in which they live, as to consent to their withdrawal from school at a time when they have but just begun their ascent to that plane of intelligence which gives promise of a new life of usefulness to the community and a life-long enjoyment to themselves, is beyond comprehension, and calls for earnest and energetic protest.

FINANCIAL.

All miscellaneous amounts due the Institution, from counties or individuals, for the current year, have been collected and promptly paid into the Treasury.

In addition to the annual detailed statement of expenditures and receipts furnished by the Treasurer and embraced in his report, quarterly statements of a similar character have been furnished for transmission to the State Comptroller at Albany.

The total expenditures for the year, as shown by the Treasurer's account, were.....	\$104,100 46
The total receipts for the same period were.....	102,668 32
Leaving a deficit of	\$1,437 14

This deficit is mainly due to the decrease in our receipts. The expenditures on accounts, which are effected by the decrease in numbers, such as, groceries and provisions, clothing, hospital, and the like, show a decrease of expenditure as compared with the previous year of \$2,157.36, while those accounts apparently not so effected, like building and repairs, schools, contingent, etc., show an increase of \$2,074.16.

The following table will show at a glance, the comparative amount of expenditure for the two years on each individual account.

	1886.	1887.	Increase.	Decrease.
Groceries and Provisions.....	\$24,457 34	\$23,901 44		1,155 90
Clothing.....	10,253 41	9,503 88		749 53
Furniture.....	3,012 92	2,857 08		155 84
Hospital.....	1,174 44	1,059 86		114 58
Fuel and Lights.....	8,398 24	8,340 25		57 99
Stable.....	1,300 81	1,151 56		148 75
Washing.....	2,756 67	2,775 16	18 49	
Building and Repairs.....	8,361 60	8,583 13	221 23	
Farm and Garden.....	1,512 24	1,695 64	183 40	
Printing.....	2,244 24	2,304 23	59 99	
Schools.....	21,685 04	22,320 32	1,294 38	
Salaries and Wages.....	15,051 28	15,174 50	123 22	
Contingent.....	3,974 73	4,373 41	398 68	
	104,183 66	104,100 46	2,299 39	2,382 59
	104,100 46			2,299 39
	\$83 20			\$83 20

REPAIRS AND IMPROVEMENTS.

The encroachment upon our grounds by the City authorities in the matter of street opening, leave them at the close of the year in the same chaotic condition as that with which the year began. Until this work is completed, we are powerless to permanently protect our water main, to properly grade our grounds or the approach thereto.

Under this condition of things, we have been compelled to expend several hundred dollars in temporarily grading, building retaining walls, etc., in order to maintain communication with the outlying avenues.

During the summer vacation, the several buildings were thoroughly renovated, and general repairs made where necessary.

The City inspector of steam boilers having reported that several of the tubes in three of our boilers were defective, experts were consulted, and upon a thorough investigation, it was deemed advisable to remove all the tubes and replace them with new. Bids from two responsible parties were received for doing the work. Messrs. George Fox & Son, being the lowest bidders, were awarded the contract at \$765.

The work was thoroughly done, and for a term of years the three boilers will substantially equal entirely new ones. In addition to the improved condition of our boilers, we have introduced a steam damper regulator, and an automatic steam trap and pump, all of which will greatly increase our facilities for generating and distributing steam at an economical expenditure of fuel.

The introduction of Croton water into the Industrial building was accomplished during the summer, and caused great rejoicing on the part of the master mechanics and the pupils under their charge. Each shop is supplied with an iron sink with waste pipe properly trapped and connected with the main sewer leading to the North River. Convenient facilities for drawing water are provided, with a bib attachment for connecting hose in case of fire. The entire work was done by our engineer, Mr. Joseph H. Banks, and his assistants.

INDUSTRIAL.

The interest manifested in the several departments under this head is unabated, especially among our pupils. The money expended in educating the hand as well as the head is bringing forth fruit. The seed thus sown has taken root, and promises a harvest of skilled mechanics that will do honor to the Institution and the State.

The fact that so large a number of the graduating pupils have found lucrative employment in the trades learned here, is acting in a marked degree as an incentive to those who remain, to redouble their diligence in acquiring a full knowledge of the trade by which they hope to gain a livelihood.

From the printing department have gone forth young men who, as compositors, are able to cope successfully with the best hearing and speaking workmen in the city. Without exception, every boy who has entered that department, and remained through the regular course of instruction in the art, has developed into a good practical printer.

While this success may be more decidedly marked in the case of those graduating as printers, compared with apprentices in other trades taught at the Institution, experience has demonstrated that this particular branch of industry is exceedingly well adapted to those pupils who have either retained or acquired a sufficient knowledge of language to enable them to enter upon its study. This knowledge of language gives them unquestionably an advantage over their less favored schoolmates in the matter of intelligent competition.

The cabinet, carpenter, shoe and tailor shops, are furnishing their quota of workmen from time to time, who go out into the world to do their part in the great battle of life. That the majority of them will be true to the moral principles and habits of industry inculcated here, there can be no question, and as they leave us from year to year, we bid them God speed, believing that there is an opening field of usefulness for them they never before realized.

Three hours per day are devoted to practical education, and each pupil having reached the age of twelve (if in good health), is assigned to some form of employment, the nature of which is usually determined by the wishes of parents, and the inclination and adaptation of the child.

In the time thus allotted, opportunity is afforded to all pupils possessing ordinary faculties to acquire a fair knowledge of the calling they elect to pursue in after life.

During the past year, the average daily attendance in the various industries has been as follows :

INDUSTRIES.	Boys.	Girls.	Total.
Printing.....	28		28
Cabinet making.....	36		36
Carpentering.....	23		23
Shoemaking.....	40		40
Gardening.....	13		13
Tailoring.....	22	14	36
Dressmaking.....		28	28
Shirtmaking.....		10	10
General Sewing.....		45	45
Total.....	162	97	259

At the request of the Hon. A. S. Draper, State Superintendent of Public Instruction, the Institution forwarded, in February last, several articles illustrating the industrial education of our pupils, the same to form a part of a permanent Educational Exhibit in the rooms of the Department of Public Instruction at Albany. In acknowledging the receipt of the articles sent, Superintendent Draper wrote: "They will form a most interesting feature of the exhibit."

The record for the year, of industrial work in the different departments of practical education, is shown by the following tables:—

PRINTING OFFICE.

(Estimated value of work done for the Institution, and cash receipts.)

For the Institution....	\$216 60
Printing Annual Report (5,500 copies).....	500 00
Custom work (cash).....	1,462 38
	<hr/>
	\$2,178 98

CARPENTER AND CABINET SHOPS.

Estimated value of new work and repairs done for the Institution (cost of material not included)....	\$3,106 50
Custom work (cash) ..	61 70
	<hr/>
	\$3,168 20

SHOE SHOP.

Number of pairs of shoes made.	611
Cost of 614 pairs of shoes distributed....	\$1,628 15
Cost of repairing 976 pairs of shoes.....	675 80
Custom work (cash)	19 65
	<hr/>
	\$2,323 60

TAILOR SHOP.

Number of coats made....	130
Number of jackets made.....	88
Number of pairs of pants made.	229
Number of vests made.....	120
Number of straw ticks made	28
Number of mattress ticks made.....	20
Number of boys' aprons made.....	115
Number of pillow ticks made... ..	86
Cost of 111 coats distributed	\$610 50
Cost of 85 jackets distributed.....	255 00
Cost of 302 pairs of pants distributed.....	800 50
Cost of 179 vests distributed.....	223 75
Custom work (cash).....	30 20
	<hr/>
	\$1,949 95

FARM AND GARDEN.

(Estimated value of vegetables, milk, poultry and eggs produced, and used in the Institution, \$4928.80.)

FOR USE OF THE STOCK AT THE FARM.--Hay, 33 tons ; Rye, 75 bushels ; Rye Straw, 6 tons.

SEAMSTRESS ROOM.

(Articles made, in addition to a large amount of work done in mending, alterations, etc.)

Aprons	332	Sheets ...	356
Chemises.....	112	Shirts	300
Drawers.. ..	166	Skirts.....	96
Dresses.....	276	Table cloths.....	83
Napkins.....	60	Towels.....	1087
Night dresses.....	83	Waists	54
Pillow cases	367		

ACKNOWLEDGMENTS.

We are indebted, as in previous years, to the officers of the New York Ontario & Western Railroad and the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils, with teachers and officers of the Institution who accompanied them.

To the Third Avenue Railroad Company, for half fare for the pupils attending the American Institute Fair.

To a member of the Ladies' Committee, for several interesting scrap books for the hospital.

To a member of the Board of Directors, for a liberal supply of Christmas toys and games.

To Mr. Geo. A. Dockstader, for a donation of fifty dollars.

To Mr. Max F. Eller, for a donation of ten dollars to be divided equally between the Printing and Sewing Departments, and to be given as prizes to the pupil in each of those industries, who has shown the greatest proficiency during the year.

To Mr. Robert Rogers, for a donation of five dollars.

I record with pleasure the cheerful co-operation of officers and assistants in the discharge of their various duties. To the harmony and kindly feeling prevalent throughout the household, we are largely indebted for whatever measure of success we have attained.

Whether reviewing the past or contemplating the future, we recognize our dependence upon the Supreme Being, whose guiding Hand has and will sustain every good work inaugurated for improving the condition of our fellow men.

Respectfully submitted,

C. N. BRAINERD, *Superintendent.*

ATTENDING PHYSICIAN'S REPORT

FOR THE YEAR ENDING SEPTEMBER 30, 1887.

Diseases.	Cases.	Diseases.	Cases.
Abscess.....	7	Gastralgia.....	2
Anæmia.....	2	Influenza.....	4
Bronchitis (and coughs)...	18	Injury of eye and hand....	1
Burns.....	2	Laryngitis.....	8
Contusions.....	9	Measles.....	8
Croup (membranous).....	1	Onychia.....	1
Diarrhœa.....	1	Pleurisy.....	1
Diphtheria.....	5	Pneumonia.....	1
Eczema.....	2	Scrofuloderma.....	1
Epilepsy.....	1	Sprain of Ankle.	1
Fever (intermittent and re- mittent)	51	Stricture of Urethra.....	1
Fracture of radius.....	1	Tonsillitis.....	52
			166

To the President and Board of Directors :

GENTLEMEN :—The health of the inmates of the Institution has been, on the whole, good during the past year. A mild fever of malarial origin and affections of the tonsils have furnished the large majority of the cases requiring treatment.

A case of membranous croup in the person of one of the Mansion House boys, proved so threatening that the operation of tracheotomy was performed. The patient recovered.

The cases of measles and diphtheria were carefully quarantined, and but few of the inmates were affected.

One death from pneumonia took place in December, at the Mansion House.

The nurse, Miss Fraser, has performed her duties with her usual skill and fidelity.

Yours Respectfully,

W. T. ALEXANDER, M.D.

REPORT OF THE OPHTHALMOLOGIST AND OTOLOGIST.

No. 38 EAST 26TH STREET, NEW YORK, Oct. 1, 1887.

*To the President and Board of Directors of the New York Institution
for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—I have the honor of submitting the following report of examinations, operations, etc., occurring in the Ophthalmological and Otological Departments of your Institution during the past fiscal year:

OPHTHALMOLOGICAL.

Diseases, etc.	Cases.	Remarks.	Cases.
Abcess of Brow.....	1	Cured.....	1
Blepharitis.....	3	Cured.....	3
Conjunctivitis.....	8	Cured.....	8
Contused Wound of Brow.....	1	Cured.....	1
Corpus Alienum, Cornea.....	1	Removed.....	1
Dacryocystitis.....	1	Cured by operation.....	1
Eczema Palpebrarum.....	1	Cured.....	1
Hyphosphagmos.....	2	Cured.....	2
Iritis.....	1	Cured.....	1
Occlusion of pupil.....	1	Operation, Iridectomy.....	1
Oedema, Lids.....	1	Cured.....	1
Pterygium.....	1	Operation pending.....	1
Strabismus Convergens.....	1	Operation tenotomy.....	1
Strabismus Convergens.....	1	Obviated by glasses.....	1
Trachoma.....	1	Cured.....	1
Urticaria Palpebrarum.....	1	Cured.....	1

OTOLOGICAL.

Diseases, etc.	Cases.	Remarks.	Cases.
Impacted Cerumen, in External auditory canal.....	8	Removed.....	8
Mastoid abscess.....	1	Under treatment.....	1
Otitis, Media, Purulentia.....	2	Cured.....	2

As in previous years, the eyes of each pupil in the Institution have been examined from time to time with special reference to diseases of a contagious or communicable nature, the result, as shown by the foregoing schedule, being most satisfactory.

It is and ever has been my endeavor to reduce to a minimum, the number of such sufferers and the diminution of lid troubles, as evidenced by a comparison with my last annual report, will doubtless be as gratifying to all friends of the Institution as to myself.

In conformance with my habitual custom, the eyes of all the pupils

have been examined since the beginning of the present term, no serious cause for apprehension, for the future having been elicited thereby.

In conclusion, I take pleasure in acknowledging my thanks to the Superintendent, Mr. Brainerd, and the matron, Mrs. Henry, for their hearty co-operation in my work, as well as to the nurse, Miss Fraser, without whose willing aid, and intelligent and indefatigable care, many remediable efforts in this department would have been futile.

Very Respectfully,

F. C. RILEY, M.D.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING SEPTEMBER 30, 1887.

MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Anderson, Robert H.....	Brooklyn.....	Kings.
Anhalt, George, Jr.....	New York.....	New York.
Avens, Frank.....	Brooklyn.....	Kings.
Avens, James.....	Brooklyn.....	Kings.
Baars, Frederick W.....	Brooklyn.....	Kings.
Bachman, Frederick.....	New York.....	New York.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barger, Charles.....	Putnam Valley.....	Putnam.
Baxter, Archibald McL.....	New York.....	New York.
Beck, Herman F.....	Brooklyn.....	Kings.
Bestimt, Morris.....	New York.....	New York.
Bettels, Henry.....	New York.....	New York.
Betz, Henry, Jr.....	New York.....	New York.
Black, Hiram.....	Cooperstown.....	Otsego.
Black, John M.....	Brooklyn.....	Kings.
Blake, Charles F.....	Brooklyn.....	Kings.
Blauth, William M.....	New York.....	New York.
Bohmler, George.....	Maspeth.....	Queens.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bowers, Wilber L.....	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.
Brauer, Albert.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn.....	Kings.
Brockman, Isaac.....	New York.....	New York.
Brown, Daniel H.....	New York.....	New York.

Name.	Town.	County.
Brown, Joseph E.....	New Paltz.....	Ulster.
Burkhardt, Julius.....	Brooklyn.....	Kings.
Burland, Nicholas.....	Hurley.....	Ulster.
Burt, David.....	New York.....	New York.
Butterly, Peter, Jr.....	New York.....	New York.
Cambell, John.....	Troy.....	Rensselaer.
Carlman, Thure E.....	Albany.....	Albany.
Carr, George W.....	Urbana.....	Steuben.
Caton, James H.....	Lloyd.....	Ulster.
Clinton, Richard T.....	New York.....	New York.
Cocks, Samuel M.....	No. Hempstead.....	Queens.
Cohen, Henry.....	New York.....	New York.
Colwell, William.....	Albany.....	Albany.
Coombs, William.....	New York.....	New York.
Costuma, David.....	New York.....	New York.
Cotter, William.....	New York.....	New York.
Coulter, Arthur W.....	New York.....	New York.
Cunningham, Dennis.....	Hudson.....	Columbia.
Davis, Henry A.....	New York.....	New York.
Delaney, John, Jr.....	Ancram.....	Columbia.
Dennison, Benjamin C.....	New York.....	New York.
Dittmar, John W.....	New York.....	New York.
Doody, Thomas.....	Albany.....	Albany.
Dugan, Daniel.....	Brooklyn.....	Kings.
Durian, William.....	New York.....	New York.
Egan, Michael.....	New York.....	New York.
Elflein, John A.....	Roxbury.....	Delaware.
Ellis, Eli, Jr.....	Wawarsing.....	Ulster.
Engle, Paul.....	Berne.....	Albany.
Erdmann, Gustave.....	New York.....	New York.
Falte, August.....	New York.....	New York.
Farrel, John.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Ferguson, George.....	Brooklyn.....	Kings.
Ferris, George.....	Ashland.....	Greene.
Fogerty, Peter J.....	New York.....	New York.
Fogle, Peter.....	Albany.....	Albany.
Freid, Maxyea.....	New York.....	New York.
Friday, Benjamin.....	Albany.....	Albany.
Friess, George.....	New York.....	New York.
Gallagher, Bernard.....	New York.....	New York.
Gately, Patrick J.....	New York.....	New York.

Name.	Town.	County.
Gaunt, Charles.....	New York.....	New York.
Geary, John H.....	Syracuse.....	Onondaga.
Gehring, Louis.....	Brooklyn.....	Kings.
Gilmore, William.....	New York.....	New York.
Glosque, Joseph, Jr.....	Yonkers.....	Westchester.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Goor, John.....	New York.....	New York.
Goreth, Joseph.....	Wallkill.....	Orange.
Grant, Robert H.....	New York.....	New York.
Gray, George.....	Brooklyn.....	Kings.
Gurnee, William.....	Wallkill.....	Orange.
Hackett, William H.....	New York.....	New York.
Hadden, Benjamin F....	Brooklyn.....	Kings.
Haight, Tilson W.....	New York.....	New York.
Hamm, George.....	Brooklyn.....	Kings.
Hamm, Henry.....	New York.....	New York.
Hanneman, Herman.....	New York.....	New York.
Hannon, Stephen.....	Kingston.....	Ulster.
Hanson, William.....	New York.....	New York.
Harris, William I.....	New York.....	New York.
Harth, Robert.....	New York.....	New York.
Hartnett, Dennis.....	New York.....	New York.
Hawley, William E.....	Hamden.....	Delaware.
Hayes, Jeremiah.....	Brooklyn.....	Kings.
Heertt, Herman.....	New York.....	New York.
Hennessey, James.....	New York.....	New York.
Henriques, Herbert H.....	Brooklyn.....	Kings.
Henry, Robert J.....	York.....	Livingston.
Herrmann, Louis.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Houck, Frank M.....	Arkwright.....	Chautauqua.
Hunter, Samuel H.....	Troy.....	Rensselaer.
Ingebrand, John, Jr.....	New York.....	New York.
Isaacs, Benjamin.....	New York.....	New York.
Izquierdo, Arthur.....	New York.....	New York.
Jackson, Rennie H.....	Saratoga Springs.....	Saratoga.
Jacobs, Jacob.....	Brooklyn.....	Kings.
Jaynes, John W.....	New York.....	New York.
Johnson, Philip.....	North Greenbush.....	Rensselaer.
Johnston, Robert D.....	New York.....	New York.
Kaiser, Charles.....	New York.....	New York.

Name.	Town.	County.
Keegan, Teddy.....	Brooklyn.....	Kings.
Keiserwetter, Charles.....	New York.....	New York.
Kennedy, Henry J.....	New York.....	New York.
Kerr, Robert S.....	New York.....	New York.
King, Emmet.....	Richmondville.....	Schoharie.
Kistler, Charles J.....	New York.....	New York.
Kistler, Jacob A.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Knox, Frederick.....	Brooklyn.....	Kings.
Koenig, Carl.....	New York.....	New York.
Koffer, John.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Kriecheldorff, William.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Lawton, Ralph.....	Great Valley... ..	Cattaraugus.
Lehmer, Charles.....	New York.....	New York.
Levy, Joshua.....	Brooklyn.....	Kings.
Long, Richard.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, Willam, Jr.....	New York.....	New York.
Loos, George W.....	Claverack.....	Columbia.
Lorcer, Theodore.....	New York.....	New York.
Losey, John E.....	Deer Park.....	Orange.
Lynch, William.....	New York.....	New York.
Lyons, John W....	Brooklyn.....	Kings.
Lyons, Lewis F.....	New York.....	New York.
Maddock, Thomas.....	New Rochelle.....	Westchester.
Manchester, George.....	Middleburg.....	Schoharie.
Marks, Morris.....	New York.....	New York.
Marshall, Leslie G., Jr.....	Rye.....	Westchester.
Marshall, Winfield E.....	Rye.....	Westchester.
Mayer, Emil.....	New York.....	New York.
Maynard, Robert E.....	New York.....	New York.
McConnell, Gibson.....	Poughkeepsie.....	Dutchess.
McEvoy, John J.....	Fishkill.....	Dutchess.
McKerahan, Edward.....	New York.....	New York.
McMickle, Frank H.....	Wallkill.....	Orange.
McVea, Robert.....	New York.....	New York.
McVea, William.....	New York.....	New York.
Meade, Peter.....	Albany.....	Albany.
Meier, Anton.....	Brooklyn.....	Kings.
Meyers, James.....	Brooklyn.....	Kings.

Name.	Town.	County.
Michael, Alexander	New York	New York.
Millard, Bertie B.	Beekman	Dutchess.
Miller, George W	New York	New York.
Miller, Max	New York	New York.
Minotti, Carlo	New York	New York.
Mitchell, Benjamin	New York	New York.
Mitchell, Peter, Jr.	New York	New York.
Moore, John	New York	New York.
Moore, William, Jr.	New York	New York.
Morrison, Matthew H., Jr. ..	New York	New York.
Moeslein, Eugene	New York	New York.
Muench, Henry	Brooklyn	Kings.
Mull, Charles F.	Albany	Albany.
Neal, William S.	Bloomsburg	Pennsylvania.
O'Brien, John	New York	New York.
Ogle, James	Newburg	Orange.
Ogle, Robert	Newburg	Orange.
Ogle, William	Newburg	Orange.
O'Sullivan, Richard M.	New York	New York.
Parrish, John F.	Jackson	Washington.
Paul, Andrew	Brooklyn	Kings.
Pechette, Charles	Cohoes	Albany.
Peterson, Herman A.	Brooklyn	Kings.
Pickruhl, Charles R.	Brooklyn	Kings.
Pitt, William J.	Haverstraw	Rockland.
Plunkett, James	New York	New York.
Postlethwaite, William D.	New Orleans	Louisiana.
Powers, James	Flushing	Queens.
Prinsinzing, Henry	New York	New York.
Probst, Herman	New York	New York.
Quigg, Henry	New York	New York.
Quigg, John	Kingston	Ulster.
Rappholdt, Edward	New York	New York.
Redington, Peter F.	New York	New York.
Redmond, Harry	Yonkers	Westchester.
Reiff, Anthony C.	Brooklyn	Kings.
Reimann, William	Liberty	Sullivan.
Resue, Wesley	Olive	Ulster.
Roberts, John J.	New York	New York.
Robinson, Stanley	New York	New York.
Rosenthal, Joseph	New York	New York.
Rumpf, Charles	New York	New York.

Name.	Town.	County.
Russell, Frank E.....	Brooklyn.....	Kings.
Ryckman, William A.....	New York.....	New York.
Salmond, Andrew J.....	Dunkirk.....	Chautauqua.
Sanford, Charles J.....	Rhinebeck.....	Dutchess.
Sartor, Albert.....	New Lots.....	Kings.
Scharlin, Jacob.....	New York.....	New York.
Schleich, Martin, Jr.....	Brooklyn.....	Kings.
Schmidt, George.....	New York.....	New York.
Schneider, Edward.....	New York.....	New York.
Schreiner, Conrad.....	Sand Lake.....	Rensselaer.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.
Sherran, Charles.....	Hempstead.....	Queens.
Short, William E.....	Kingston.....	Ulster.
Shufelt, Edward.....	Cincinnati.....	Cortland.
Silliman, Frank D.....	Fulton.....	Schoharie.
Slaven, Henry.....	Unadilla.....	Otsego.
Smith, Burdette.....	Albany.....	Albany.
Smith, Nicholas.....	New York.....	New York.
Smith, Orlando D.....	Grahamville.....	Sullivan.
Somel, Louis.....	New York.....	New York.
Spells, William H.....	Deer Park.....	Orange.
Spilker, Frederick.....	Long Island City.....	Kings.
Stacy, Albert.....	Palmyra.....	Wayne.
Stauch, John.....	New York.....	New York.
Stern, Bernard.....	New York.....	New York.
Stryker, Frank A.....	Brooklyn.....	Kings.
Suk, Anton.....	New York.....	New York.
Taplin, John E.....	Brooklyn.....	Kings.
Taylor, Walter B.....	New York.....	New York.
Thies, Henry G.....	New York.....	New York.
Thompson, Charles T.....	Brooklyn.....	Kings.
Thompson, James.....	New York.....	New York.
Thompson, Robert J.....	Yonkers.....	Westchester.
Timberger, Ignatz.....	New York.....	New York.
Toohey, Joseph.....	New York.....	New York.
Tornsey, John.....	Ninneville.....	Essex.
Totten, Oscar J.....	New York.....	New York.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Tyler, Ira W.....	New York.....	New York.

List of the New York Institution for the

<i>Name</i>	<i>Town</i>	<i>County.</i>
<i>THE WINTER GARDEN</i>	<i>New Lots</i>	<i>Kings.</i>
<i>THE WINTER GARDEN</i>	<i>New York</i>	<i>New York.</i>
<i>THE WINTER GARDEN</i>	<i>New York</i>	<i>New York.</i>
<i>THE WINTER GARDEN</i>	<i>OSWEGO</i>	<i>Westchester.</i>
<i>THE WINTER GARDEN</i>	<i>ALBANY</i>	<i>Albany.</i>
<i>THE WINTER GARDEN</i>	<i>WESTCHESTER</i>	<i>Westchester.</i>
<i>THE WINTER GARDEN</i>	<i>New York</i>	<i>New York.</i>
<i>THE WINTER GARDEN</i>	<i>Brooklyn</i>	<i>Kings.</i>
<i>THE WINTER GARDEN</i>	<i>Schenectady</i>	<i>Rensselaer.</i>
<i>THE WINTER GARDEN</i>	<i>Albany</i>	<i>Ulster.</i>
<i>THE WINTER GARDEN</i>	<i>Dutchess</i>	<i>Dutchess.</i>
<i>THE WINTER GARDEN</i>	<i>New York</i>	<i>New York.</i>
<i>THE WINTER GARDEN</i>	<i>Albany</i>	<i>Albany.</i>
<i>THE WINTER GARDEN</i>	<i>New York</i>	<i>New York.</i>
<i>THE WINTER GARDEN</i>	<i>New York</i>	<i>New York.</i>

FEMALES.

<i>ANDERSON, MARY</i>	<i>New York</i>	<i>New York.</i>
<i>ANDERSON, Elizabeth M</i>	<i>Brooklyn</i>	<i>Kings.</i>
<i>ANDERSON, Elizabeth</i>	<i>New York</i>	<i>New York.</i>
<i>ANDERSON, Anna</i>	<i>Newton</i>	<i>Queens.</i>
<i>ANDERSON, M</i>	<i>Danbury</i>	<i>Ulster.</i>
<i>ANDERSON, Anna M</i>	<i>Watertown</i>	<i>Jefferson.</i>
<i>ANDERSON, N</i>	<i>Hudson</i>	<i>Columbia.</i>
<i>ANDERSON, Elizabeth</i>	<i>Brooklyn</i>	<i>Kings.</i>
<i>ANDERSON, Catherine</i>	<i>Cambridge</i>	<i>Washington.</i>
<i>ANDERSON, Emma</i>	<i>New York</i>	<i>New York.</i>
<i>ANDERSON, Charles A</i>	<i>Brooklyn</i>	<i>Kings.</i>
<i>ANDERSON, Anna F</i>	<i>Bedford</i>	<i>Westchester.</i>
<i>ANDERSON, Clara J</i>	<i>Olive</i>	<i>Ulster.</i>
<i>ANDERSON, Eric</i>	<i>Horicon</i>	<i>Warren.</i>
<i>ANDERSON, Katie</i>	<i>Deer Park</i>	<i>Orange.</i>
<i>ANDERSON, Josephine</i>	<i>Brooklyn</i>	<i>Kings.</i>
<i>ANDERSON, Margaret</i>	<i>New York</i>	<i>New York.</i>
<i>ANDERSON, Jennie</i>	<i>Brooklyn</i>	<i>Kings.</i>
<i>ANDERSON, Josephine</i>	<i>New York</i>	<i>New York.</i>
<i>ANDERSON, Katie</i>	<i>New York</i>	<i>New York.</i>
<i>ANDERSON, Margaret</i>	<i>New York</i>	<i>New York.</i>
<i>ANDERSON, Mary</i>	<i>New York</i>	<i>New York.</i>
<i>ANDERSON, Henrietta</i>	<i>New York</i>	<i>New York.</i>
<i>ANDERSON, Minnie</i>	<i>New York</i>	<i>New York.</i>
<i>ANDERSON, Johanna</i>	<i>Middletown</i>	<i>Richmond.</i>

Name.	Town.	County.
Byron, Florence M.....	New York.....	New York.
Cheek, Mary E.....	New York.....	New York.
Colligan, Lena.....	New York.	New York.
Craig, Agnes.....	Brooklyn.....	Kings.
Crolius, Grace.....	New York.....	New York.
Crolius, May C.....	New York.....	New York.
Curci, Francesca.....	New York.....	New York.
Davenport, Lillie.....	New York.....	New York.
Davis, Clara E.....	New York.....	New York.
Davis, Hannah.....	New York.....	New York.
Davis, Rachel.....	Fly Mountain.....	Ulster.
Day, Lura.....	Tompkins.....	Delaware.
Decker, Georgie.....	Montgomery.....	Orange.
Derrick, Ellen.....	Long Island City.....	Queens.
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.
Donoho, Margaret A.....	New York.	New York.
Eaton, Mary.....	Brooklyn.....	Kings.
Ecka, Mina.....	Brooklyn.....	Kings.
Fenalli, Lagai.....	New York.....	New York.
Finch, Elva.....	Fulton.....	Schoharie.
Fish, Mabelle S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Flanagan, Elizabeth.....	Newburgh.....	Orange.
Frantz, Ella M.	Ellenville.....	Ulster.
Freeholder, Eva.....	New York.....	New York.
Gabie, Florence.....	Yonkers.....	Westchester.
Gantz, Rachel.	Brooklyn.....	Kings.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Maud.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Grant, Maud.....	Newburgh.....	Orange
Gray, Edith P.....	Barker.....	Broome.
Hamilton Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Hawkins, Frankie C.....	Oswego.....	Oswego.
Haws, Hattie.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.
Hicks, Charlotte H.....	Red Hook.....	Dutchess.
Hoag, Sarah J.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Horle, Matilda.....	New York.....	New York.

Name.	Town.	County.
House, Eliza M.....	Brooklyn.....	Kings.
Howard, Annie M.....	Colchester.....	Delaware.
Hunt, Katie.....	Gates.....	Monroe.
Jaycox, Martha.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Judge, Alice.....	New York.....	New York.
Kaiser, Cornelia.....	New Palts.....	Ulster.
Keefe, Catherine.....	Rockland.....	Sullivan.
Kelly, Mary A.....	New York.....	New York.
Ketchum, Clara E.....	Greenbush.....	Rensselaer.
Kilroy, Catherine.....	Kingston.....	Ulster.
Knack, Catherine.....	Fremont.....	Sullivan.
Knorr, Eliza.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.
Kugler, Annie C.....	Ramapo.....	Rockland.
Kurz, Josephine.....	New York.....	New York.
Landt, Lina.....	New York.....	New York.
Lang, Josephine.....	New York.....	New York.
Larsson, Emma C.....	Stony Point.....	Rockland.
Levy, Jane.....	New Lots.....	Kings.
Lewis, Mary A.....	Albany.....	Albany.
Logue, Catherine.....	Yonkers.....	Westchester.
Long, Mary.....	New York.....	New York.
Long, Nellie.....	New York.....	New York.
Lovell, Antoinette V.....	Brooklyn.....	Kings.
Marks, Sarah.....	New York.....	New York.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.
McCatty, Ellen M.....	Brooklyn.....	Kings.
McMickle, Malvina.....	Wallkill.....	Orange.
McShane, Mary A.....	New York.....	New York.
Millard, Cora L.....	Beekman.....	Dutchess.
Miller, Eunice.....	Gilboa.....	Schoharie.
Nicholson, Mary.....	New York.....	New York.
Ogle, Elizabeth.....	Newburgh.....	Orange.
Ottmer, Katie F.....	Brooklyn.....	Kings.
Palmer, Elizabeth A.....	Troy.....	Rensselaer.
Peter, Christina M.....	New York.....	New York.
Peterson, Caroline.....	Brooklyn.....	Kings.
Pfeffer, Mary C.....	New York.....	New York.
Phillipski, Annie.....	Yonkers.....	Westchester.

Name.	Town.	County.
Pinder, Edna.....	Middleburgh.....	Schoharie.
Poblinski, Bessie.....	New York.....	New York.
Porter, Sarah A.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Rapp, Mary E.....	Albany.....	Albany.
Richter, Jane.....	New York.....	New York.
Rinneberg, Annie.....	Brooklyn.....	Kings.
Rosenberg, Annie.....	New York.....	New York.
Russell, Agnes.....	Newburgh.....	Orange.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catherine.....	New York.....	New York.
Schoonmaker, Amanda.....	Rochester.....	Ulster.
Snedden, Kate A.....	New York.....	New York.
Solomon, Esther.....	New York.....	New York.
Starbuck, Anna L.....	Malta.....	Saratago.
Stockner, Alice.....	New York.....	New York.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.
Thadwald, Elizabeth.....	New York.....	New York.
Thurston, Hannah.....	Hempstead.....	Queens.
Tiedemann, Margaret.....	New York.....	New York.
Turner, Gertrude.....	Brooklyn.....	Kings.
Tyrell, Jenevra.....	Brooklyn.....	Kings.
Van Varick, Isabella S.....	New York.....	New York.
Vogel, Bertha.....	New York.....	New York.
Waidler, Ann L.....	Long Island.....	Queens.
Weidmann, Lizzie.....	New York.....	New York.
Wilson, Theresa.....	New York.....	New York.
Young, Blanche.....	New York.....	New York.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.
Zwink, Emily.....	New York.....	New York.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING SEPTEMBER 30, 1887.

MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Anderson, Robert H.....	Brooklyn.....	Kings.
Anhalt, George, Jr.....	New York.....	New York.
Avens, Frank.....	Brooklyn.....	Kings.
Avens, James.....	Brooklyn.....	Kings.
Baars, Frederick W.....	Brooklyn.....	Kings.
Bachman, Frederick.....	New York.....	New York.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barger, Charles.....	Putnam Valley.....	Putnam.
Baxter, Archibald McL.....	New York.....	New York.
Beck, Herman F.....	Brooklyn.....	Kings.
Bestimt, Morris.....	New York.....	New York.
Bettels, Henry.....	New York.....	New York.
Betz, Henry, Jr.....	New York.....	New York.
Black, Hiram.....	Cooperstown.....	Otsego.
Black, John M.....	Brooklyn.....	Kings.
Blake, Charles F.....	Brooklyn.....	Kings.
Blauth, William M.....	New York.....	New York.
Bohmeler, George.....	Maspeth.....	Queens.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bowers, Wilber L.....	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.
Brauer, Albert.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn.....	Kings.
Brockman, Isaac.....	New York.....	New York.
Brown, Daniel H.....	New York.....	New York.

Name.	Town.	County.
Brown, Joseph E.....	New Paltz.....	Ulster.
Burkhardt, Julius.....	Brooklyn.....	Kings.
Burland, Nicholas.....	Hurley.....	Ulster.
Burt, David.....	New York.....	New York.
Butterly, Peter, Jr.....	New York.....	New York.
Cambell, John.....	Troy.....	Rensselaer.
Carlman, Thure E.....	Albany.....	Albany.
Carr, George W.....	Urbana.....	Steuben.
Caton, James H.....	Lloyd.....	Ulster.
Clinton, Richard T.....	New York.....	New York.
Cocks, Samuel M.....	No. Hempstead.....	Queens.
Cohen, Henry.....	New York.....	New York.
Colwell, William.....	Albany.....	Albany.
Coombs, William.....	New York.....	New York.
Costuma, David.....	New York.....	New York.
Cotter, William.....	New York.....	New York.
Coulter, Arthur W.....	New York.....	New York.
Cunningham, Dennis.....	Hudson.....	Columbia.
Davis, Henry A.....	New York.....	New York.
Delaney, John, Jr.....	Ancram.....	Columbia.
Dennison, Benjamin C.....	New York.....	New York.
Dittmar, John W.....	New York.....	New York.
Doody, Thomas.....	Albany.....	Albany.
Dugan, Daniel.....	Brooklyn.....	Kings.
Durian, William.....	New York.....	New York.
Egan, Michael.....	New York.....	New York.
Elfein, John A.....	Roxbury.....	Delaware.
Ellis, Eli, Jr.....	Wawarsing.....	Ulster.
Engle, Paul.....	Berne.....	Albany.
Erdmann, Gustave.....	New York.....	New York.
Falte, August.....	New York.....	New York.
Farrel, John.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Ferguson, George.....	Brooklyn.....	Kings.
Ferris, George.....	Ashland.....	Greene.
Fogerty, Peter J.....	New York.....	New York.
Fogle, Peter.....	Albany.....	Albany.
Freid, Maxyea.....	New York.....	New York.
Friday, Benjamin.....	Albany.....	Albany.
Friess, George.....	New York.....	New York.
Gallagher, Bernard.....	New York.....	New York.
Gately, Patrick J.....	New York.....	New York.

17. Has he ever used ardent spirits, opium or tobacco?
18. Has he ever been vaccinated or had the small pox?
19. Has he had the scarlet fever?
20. Has he had the measles?
21. Has he had the mumps?
22. Has he had the whooping cough?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?
24. Are there any other cases of deafness in the family, among relatives or ancestors?
25. What is the name of the father?
26. Where was he born?
27. What is the name of the mother?
28. Where was she born?
29. What is the name and post-office address of the correspondent?
30. What is the occupation of the father?
31. Have either of the parents died?
32. Has a second connection been formed by marriage?
33. Were the parents related before marriage—*e.g.*, cousins?
34. What are the names and ages of their children?
35. What is the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?
36. Has he any special mark or peculiarity of appearance?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given?

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

President.

THATCHER M. ADAMS,

Secretary.

Name.	Town.	County.
Keegan, Teddy.....	Brooklyn.....	Kings.
Keiserwetter, Charles.....	New York.....	New York.
Kennedy, Henry J.....	New York.....	New York.
Kerr, Robert S.....	New York.....	New York.
King, Emmet.....	Richmondville.....	Schoharie.
Kistler, Charles J.....	New York.....	New York.
Kistler, Jacob A.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Knox, Frederick.....	Brooklyn.....	Kings.
Koenig, Carl.....	New York.....	New York.
Koffer, John.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Kriecheldorff, William.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Lawton, Ralph.....	Great Valley... ..	Cattaraugus.
Lehmer, Charles.....	New York.....	New York.
Levy, Joshua.....	Brooklyn.....	Kings.
Long, Richard.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, Willam, Jr.....	New York.....	New York.
Loos, George W.....	Claverack.....	Columbia.
Lorceer, Theodore.....	New York.....	New York.
Losey, John E.....	Deer Park.....	Orange.
Lynch, William.....	New York.....	New York.
Lyons, John W.....	Brooklyn.....	Kings.
Lyons, Lewis F.....	New York.....	New York.
Maddock, Thomas.....	New Rochelle.....	Westchester.
Manchester, George.....	Middleburg.....	Schoharie.
Marks, Morris.....	New York.....	New York.
Marshall, Leslie G., Jr.....	Rye.....	Westchester.
Marshall, Winfield E.....	Rye.....	Westchester.
Mayer, Emil.....	New York.....	New York.
Maynard, Robert E.....	New York.....	New York.
McConnell, Gibson.....	Poughkeepsie.....	Dutchess.
McEvoy, John J.....	Fishkill.....	Dutchess.
McKerahan, Edward.....	New York.....	New York.
McMickle, Frank H.....	Wallkill.....	Orange.
McVea, Robert.....	New York.....	New York.
McVea, William.....	New York.....	New York.
Meade, Peter.....	Albany.....	Albany.
Meier, Anton.....	Brooklyn.....	Kings.
Meyers, James.....	Brooklyn.....	Kings.

Name.	Town.	County.
Michael, Alexander.....	New York	New York.
Millard, Bertie B.....	Beekman	Dutchess.
Miller, George W	New York	New York.
Miller, Max.....	New York	New York.
Minotti, Carlo.....	New York	New York.
Mitchell, Benjamin	New York	New York.
Mitchell, Peter, Jr.....	New York	New York.
Moore, John.....	New York	New York.
Moore, William, Jr....	New York	New York.
Morrison, Matthew H., Jr...	New York	New York.
Moeslein, Eugene.....	New York	New York.
Muench, Henry.....	Brooklyn	Kings.
Mull, Charles F.....	Albany	Albany.
Neal, William S.....	Bloomsburg	Pennsylvania.
O'Brien, John.....	New York	New York.
Ogle, James.....	Newburg	Orange.
Ogle, Robert.....	Newburg	Orange.
Ogle, William.....	Newburg	Orange.
O'Sullivan, Richard M.....	New York	New York.
Parrish, John F.....	Jackson	Washington.
Paul, Andrew.....	Brooklyn	Kings.
Pechette, Charles.....	Cohoes	Albany.
Peterson, Herman A.....	Brooklyn	Kings.
Pickruhl, Charles R.....	Brooklyn	Kings.
Pitt, William J.....	Haverstraw	Rockland.
Plunkett, James.....	New York	New York.
Postlethwaite, William D....	New Orleans	Louisiana.
Powers, James.....	Flushing.....	Queens.
Prinsinzing, Henry.....	New York	New York.
Probst, Herman.....	New York	New York.
Quigg, Henry.....	New York.....	New York.
Quigg, John.....	Kingston.....	Ulster.
Rappholdt, Edward.....	New York.....	New York.
Redington, Peter F.....	New York.....	New York.
Redmond, Harry.....	Yonkers.....	Westchester.
Reiff, Anthony C.....	Brooklyn.....	Kings.
Reimann, William.....	Liberty.....	Sullivan.
Resue, Wesley.....	Olive.....	Ulster.
Roberts, John J.....	New York.....	New York.
Robinson, Stanley.....	New York.....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rumpf, Charles.....	New York.....	New York.

Name.	Town.	County.
Russell, Frank E.....	Brooklyn.....	Kings.
Ryckman, William A.....	New York.....	New York.
Salmond, Andrew J.....	Dunkirk.....	Chautauqua.
Sanford, Charles J.....	Rhinebeck.....	Dutchess.
Sartor, Albert.....	New Lots.....	Kings.
Scharlin, Jacob.....	New York.....	New York.
Schleich, Martin, Jr.....	Brooklyn.....	Kings.
Schmidt, George.....	New York.....	New York.
Schneider, Edward.....	New York.....	New York.
Schreiner, Conrad.....	Sand Lake.....	Rensselaer.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.
Sherran, Charles.....	Hempstead.....	Queens.
Short, William E.....	Kingston.....	Ulster.
Shufelt, Edward.....	Cincinnati.....	Cortland.
Silliman, Frank D.....	Fulton.....	Schoharie.
Slaven, Henry.....	Unadilla.....	Otsego.
Smith, Burdette.....	Albany.....	Albany.
Smith, Nicholas.....	New York.....	New York.
Smith, Orlando D.....	Grahamville.....	Sullivan.
Somel, Louis.....	New York.....	New York.
Spells, William H.....	Deer Park.....	Orange.
Spilker, Frederick.....	Long Island City.....	Kings.
Stacy, Albert.....	Palmyra.....	Wayne.
Stauch, John.....	New York.....	New York.
Stern, Bernard.....	New York.....	New York.
Stryker, Frank A.....	Brooklyn.....	Kings.
Suk, Anton.....	New York.....	New York.
Taplin, John E.....	Brooklyn.....	Kings.
Taylor, Walter B.....	New York.....	New York.
Thies, Henry G.....	New York.....	New York.
Thompson, Charles T.....	Brooklyn.....	Kings.
Thompson, James.....	New York.....	New York.
Thompson, Robert J.....	Yonkers.....	Westchester.
Timberger, Ignatz.....	New York.....	New York.
Toohey, Joseph.....	New York.....	New York.
Tornsey, John.....	Ninneville.....	Essex.
Totten, Oscar J.....	New York.....	New York.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Tyler, Ira W.....	New York.....	New York.

Name.	Town.	County.
Van Seggar, John H.	New Lots.....	Kings.
Vincent, Alexander B.	New York.....	New York.
Wagele, Antoine.....	New York.....	New York.
Wankowski, Frank.....	Ossining.....	Westchester.
Watkins, William, Jr.....	Albany.....	Albany.
Watson, William W.....	Yonkers.....	Westchester.
Whalen, Edward.....	New York.....	New York.
Wilson, James B.....	Brooklyn.....	Kings.
Winbon, John J.....	Schodack.....	Rensselaer.
Winne, Solomon H.....	Kingston.....	Ulster.
Woodin, Lister.....	Dover.....	Dutchess.
Wooley, Charles E.....	New York.....	New York.
Wormer, Edmund R.....	Albany.....	Albany.
Zerovitch, Harry.....	New York.....	New York.
Zundell, Robert.....	New York.....	New York.

FEMALES.

Aird, Catherine.....	New York.....	New York.
Anderson, Elizabeth M.....	Brooklyn.....	Kings.
Anderson, Henrietta.....	New York.....	New York.
Antusch, Amelia.....	Newton.....	Queens.
Atwell, Ida M.....	Denning.....	Ulster.
Austin, Almada M.....	Watertown.....	Jefferson.
Austin, Nellie.....	Hudson.....	Columbia.
Averell, Edith.....	Brooklyn.....	Kings.
Baldwin, Catherine.....	Cambridge.....	Washington.
Bammann, Emma.....	New York.....	New York.
Barnett, Charlotte A.....	Brooklyn.....	Kings.
Barrett, Aleeta F.....	Bedford.....	Westchester.
Beesmer, Cora J.....	Olive.....	Ulster.
Bennett, Erie.....	Horicon.....	Warren.
Blackman, Katie.....	Deer Park.....	Orange.
Blaum, Josephine.....	Brooklyn.....	Kings.
Bogatiska, Margaret.....	New York.....	New York.
Bolender, Jennie.....	Brooklyn.....	Kings.
Bologne, Josephine.....	New York.....	New York.
Bopp, Katie.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York.....	New York.
Brisco, Henrietta.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Buss, Johanna.....	Middletown.....	Richmond.

Name.	Town.	County.
Byron, Florence M.....	New York.....	New York.
Cheek, Mary E.....	New York.....	New York.
Colligan, Lena.....	New York.....	New York.
Craig, Agnes.....	Brooklyn.....	Kings.
Crolius, Grace.....	New York.....	New York.
Crolius, May C.....	New York.....	New York.
Curci, Francesca.....	New York.....	New York.
Davenport, Lillie.....	New York.....	New York.
Davis, Clara E.....	New York.....	New York.
Davis, Hannah.....	New York.....	New York.
Davis, Rachel.....	Fly Mountain.....	Ulster.
Day, Lura.....	Tompkins.....	Delaware.
Decker, Georgie.....	Montgomery.....	Orange.
Derrick, Ellen.....	Long Island City.....	Queens.
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.
Donoho, Margaret A.....	New York.....	New York.
Eaton, Mary.....	Brooklyn.....	Kings.
Eeka, Mina.....	Brooklyn.....	Kings.
Fenalli, Lagai.....	New York.....	New York.
Finch, Elva.....	Fulton.....	Schoharie.
Fish, Mabelle S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Flanagan, Elizabeth.....	Newburgh.....	Orange.
Frantz, Ella M.....	Ellenville.....	Ulster.
Freeholder, Eva.....	New York.....	New York.
Gabie, Florence.....	Yonkers.....	Westchester.
Gantz, Rachel.....	Brooklyn.....	Kings.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Maud.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Grant, Maud.....	Newburgh.....	Orange
Gray, Edith P.....	Barker.....	Broome.
Hamilton Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Hawkins, Frankie C.....	Oswego.....	Oswego.
Haws, Hattie.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.
Hicks, Charlotte H.....	Red Hook.....	Dutchess.
Hoag, Sarah J.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Horle, Matilda.....	New York.....	New York.

Name.	Town.	County.
House, Eliza M.....	Brooklyn.....	Kings.
Howard, Annie M.....	Colchester	Delaware.
Hunt, Katie.....	Gates	Monroe.
Jaycox, Martha.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Judge, Alice.....	New York.....	New York.
Kaiser, Cornelia.....	New Paltz.....	Ulster.
Keefe, Catherine.....	Rockland.....	Sullivan.
Kelly, Mary A	New York.....	New York.
Ketchum, Clara E.....	Greenbush	Rensselaer.
Kilroy, Catherine.....	Kingston.....	Ulster.
Knack, Catherine.....	Fremont	Sullivan.
Knorr, Eliza.....	New York.....	New York.
Kortright, Nellie.....	New Lots....	Kings.
Kuehn, Bertha.....	Fishkill	Dutchess.
Kugler, Annie C.....	Ramapo.....	Rockland.
Kurz, Josephine.....	New York.....	New York.
Landt, Lina.....	New York.....	New York.
Lang, Josephine.....	New York.....	New York.
Larsson, Emma C.....	Stony Point.....	Rockland.
Levy, Jane.....	New Lots.....	Kings.
Lewis, Mary A.....	Albany	Albany.
Logue, Catherine.....	Yonkers	Westchester.
Long, Mary.....	New York	New York.
Long, Nellie.....	New York	New York.
Lovell, Antoinette V.....	Brooklyn	Kings.
Marks, Sarah.....	New York.....	New York.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.
McCatty, Ellen M.....	Brooklyn.....	Kings.
McMickle, Malvina.....	Wallkill.....	Orange.
McShane, Mary A.....	New York.....	New York.
Millard, Cora L.....	Beekman.....	Dutchess.
Miller, Eunice	Gilboa	Schoharie.
Nicholson, Mary.....	New York.....	New York.
Ogle, Elizabeth.....	Newburgh.....	Orange.
Ottmer, Katie F.....	Brooklyn.....	Kings.
Palmer, Elizabeth A.....	Troy.....	Rensselaer.
Peter, Christina M.....	New York.....	New York.
Peterson, Caroline.....	Brooklyn	Kings.
Pfeffer, Mary C.....	New York.....	New York.
Phillipski, Annie	Yonkers.....	Westchester.

Name.	Town.	County.
Pinder, Edna.....	Middleburgh.....	Schoharie.
Poblinski, Bessie.....	New York.....	New York.
Porter, Sarah A.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Rapp, Mary E.....	Albany.....	Albany.
Richter, Jane.....	New York.....	New York.
Rinneberg, Annie.....	Brooklyn.....	Kings.
Rosenberg, Annie.....	New York.....	New York.
Russell, Agnes.....	Newburgh.....	Orange.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catherine.....	New York.....	New York.
Schoonmaker, Amanda.....	Rochester.....	Ulster.
Snedden, Kate A.....	New York.....	New York.
Solomon, Esther.....	New York.....	New York.
Starbuck, Anna L.....	Malta.....	Saratago.
Stockner, Alice.....	New York.....	New York.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.
Thadwald, Elizabeth.....	New York.....	New York.
Thurston, Hannah.....	Hempstead.....	Queens.
Tiedemann, Margaret.....	New York.....	New York.
Turner, Gertrude.....	Brooklyn.....	Kings.
Tyrell, Jenevra.....	Brooklyn.....	Kings.
Van Varick, Isabella S.....	New York.....	New York.
Vogel, Bertha.....	New York.....	New York.
Waidler, Ann L.....	Long Island.....	Queens.
Weidmann, Lizzie.....	New York.....	New York.
Wilson, Theresa.....	New York.....	New York.
Young, Blanche.....	New York.....	New York.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.
Zwink, Emily.....	New York.....	New York.

APPENDIX.

TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected

and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence—Town, County, State.
3. When was he [*or she*] born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result?
11. Have any attempts been made to communicate instruction?
12. Is there any ability to articulate or read the lips?
13. Is he cleanly or otherwise in habits?
14. Has he any acute disease, or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy?
16. Has he shown any signs of mental imbecility, idiocy, or insanity?

17. Has he ever used ardent spirits, opium or tobacco?
18. Has he ever been vaccinated or had the small pox?
19. Has he had the scarlet fever?
20. Has he had the measles?
21. Has he had the mumps?
22. Has he had the whooping cough?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?
24. Are there any other cases of deafness in the family, among relatives or ancestors?
25. What is the name of the father?
26. Where was he born?
27. What is the name of the mother?
28. Where was she born?
29. What is the name and post-office address of the correspondent?
30. What is the occupation of the father?
31. Have either of the parents died?
32. Has a second connection been formed by marriage?
33. Were the parents related before marriage—*e.g.*, cousins?
34. What are the names and ages of their children?
35. What is the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?
36. Has he any special mark or peculiarity of appearance?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given?

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

President.

THATCHER M. ADAMS,

Secretary.

LAWS AND BLANK FORMS.

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."

PASSED, APRIL 29, 1875.

The people of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any Institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 29, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years :

but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, } ss.:
County of , }

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of.....18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for ; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws 1863, as amended by chapter 213 of the Laws of 1875.

Dated.18 .

CERTIFICATE

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, } ss.:
County of , }

I have this day selected.....of the town of.....county of, son [or daughter] of.....who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of.....18 , (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county ofin conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }
..... of the town of
.....

Dated.....18 .

FORM OF APPLICATION.

To be sent to the Superintendent of Public Instruction, Albany, in case of candidates for admission twelve years of age and over.

The undersigned.....of the town of.....in the county ofdo hereby certify that.....of said town, is deaf and dumb. The said.....wasyears of age on the....day of18...; is of good moral character, free from disease, and possesses intellectual faculties capable of instruction.

The names of the parents of the said.....are.....; and the said parents have resided in the State for the last three years. They respectfully apply for the appointment of said..... as a State pupil in the New York Institution for the Instruction of the Deaf and Dumb ; and I would recommend the application to the favorable consideration of the Superintendent of Public Instruction. The parents are unable to provide the said.....with clothing.*

Dated.....18 .

..... }
 } *of the town of*
 }

To the Superintendent of Public Instruction, Albany.

*In case the parents are able to provide clothing, the above sentence should be erased.

FORM OF BOND.

Know all men by these presents, that we.....of
in the county of.....and State
 of....., and.....of.....
 in the county of..... and State of.....are
 held and firmly bound unto....., the treasurer of the New
 York Institution for the Instruction of the Deaf and Dumb, and his
 successors in office in the sum of.....dollars, for
 which payment, well and truly to be made, we bind ourselves, our
 heirs, executors, and administrators, jointly and severally, firmly by
 these presents.

Sealed with our seals. Dated at.....this.....
 day of.....A. D....

Whereas.....of.....in the county
 of.....and State of.....has
 been or is about to be admitted as a pupil in the Institution aforesaid :

Now, therefore, the condition of this obligation is such, that if
 the above named obligors shall well and truly pay, during the con-
 tinuance of the said....., as such pupil, the sum of
 three hundred dollars per annum for....board and tuition, semi-
 annually in advance, and shall also pay in advance the sum of fifty
 dollars a year for clothing, and shall also pay on demand all sums
 charged to the account of said.....for money or necessary
 articles furnished to said.....; and shall also pay interest
 on each bill, from and after the time it shall become due, then this
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }
 presence of }

..... [L. S.]
 [L. S.]

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue, Kingsbridge Road and One Hundred and Sixty-Third street, about nine miles from the City Hall.

The Institution can be reached by all Elevated railroads to Harlem, and thence by Cable Road on One Hundred and Twenty-Fifth street, to One Hundred and Sixty-Third street on Tenth Avenue.

PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

FORM OF BEQUEST.

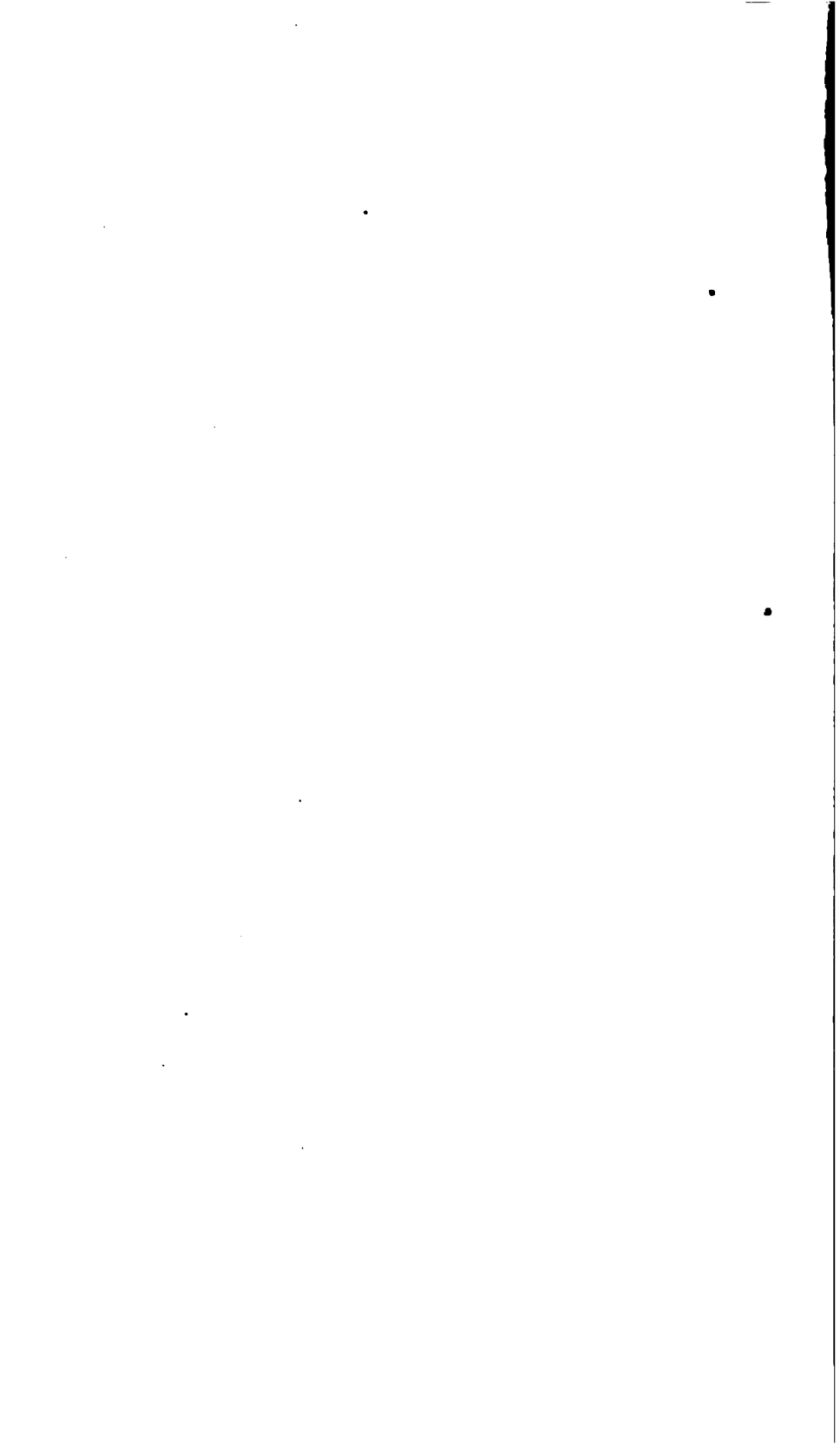
I give and bequeath to the "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance
the names of its*

MUNIFICENT BENEFACTORS.



EPHRAIM HOLBROOK,	JOHN ALSTYNE,
WILLIAM DENNISTOUN,	SETH GROSVENOR,
ELIZABETH DEMILT,	SIMON V. SICKLES,
MADAME ELIZA JUMEL,	THOMAS C. CHARDAVOYNE,
SARAH STAKE,	JAMES ANDERSON,
SARAH DEMILT,	THOMAS FRIZZELL THOMPSON,
JOHN NOBLE,	THOMAS RILEY,
THOMAS EGLESTON,	JAMES N. COBB,
SAMUEL S. HOWLAND,	ELIZABETH GELSTON,
THOMAS EDDY,	ROBERT C. GOODHUE,
BENJ. F. WHEELWRIGHT,	DANIEL MARLEY,
MARIA M. HOBBY,	ELIZA MOTT,
BENJAMIN ABRAMS,	SAMUEL WILLETTTS,
JAMES KELLY.	



SEVENTIETH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1888.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

1889.

SEVENTIETH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

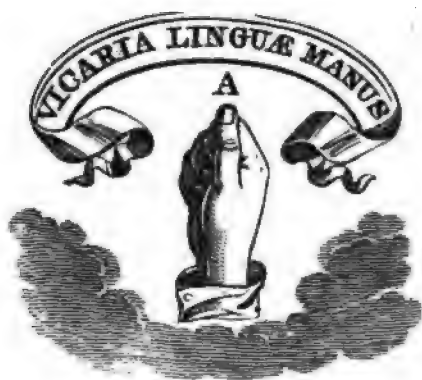
FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

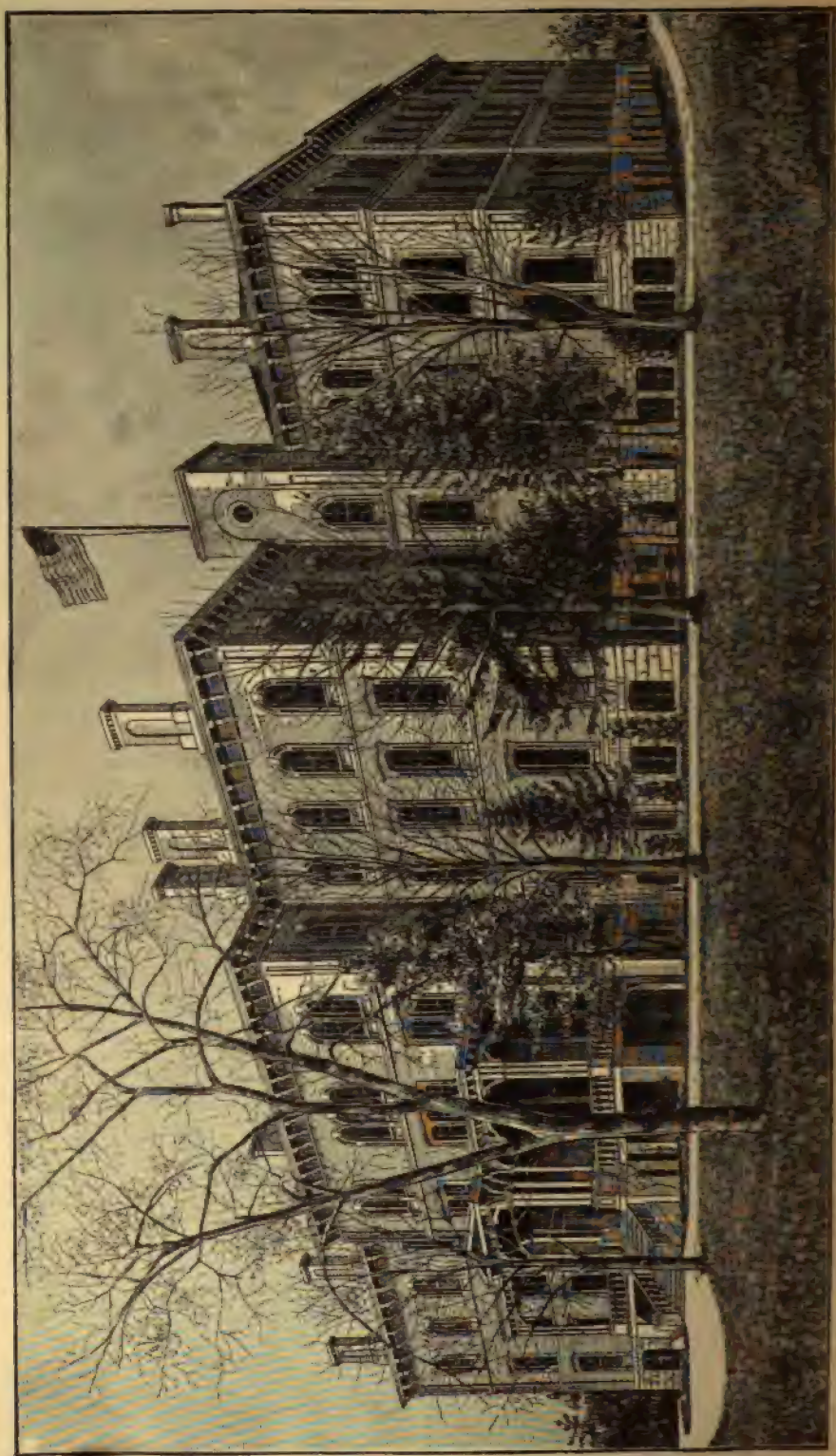
For the Year 1888.



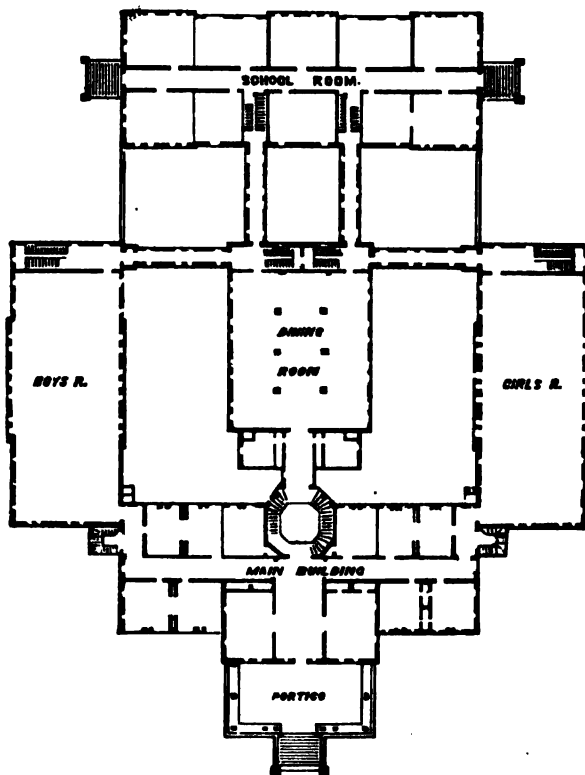
NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.
1889.

The Principal



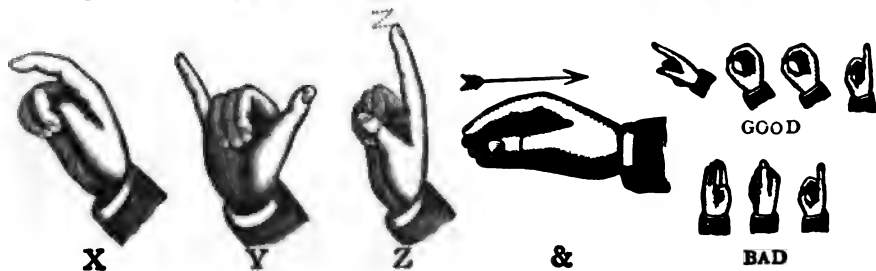
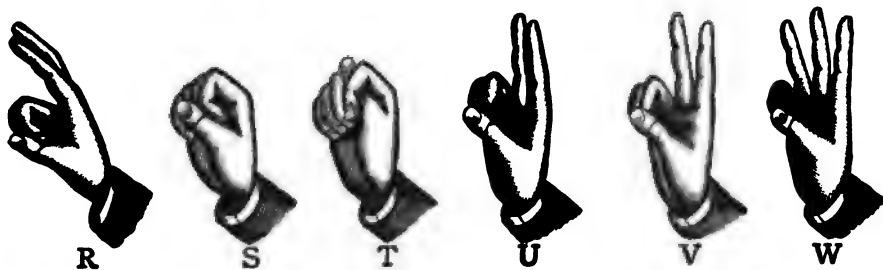
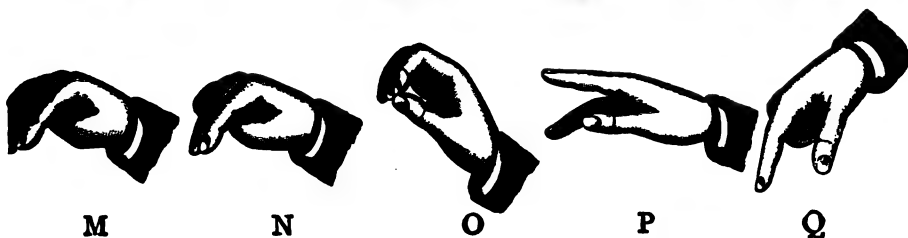
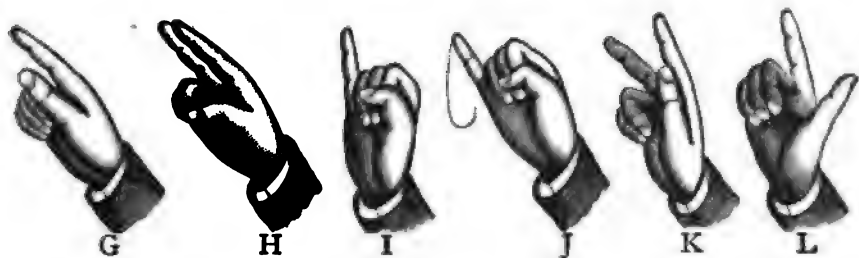
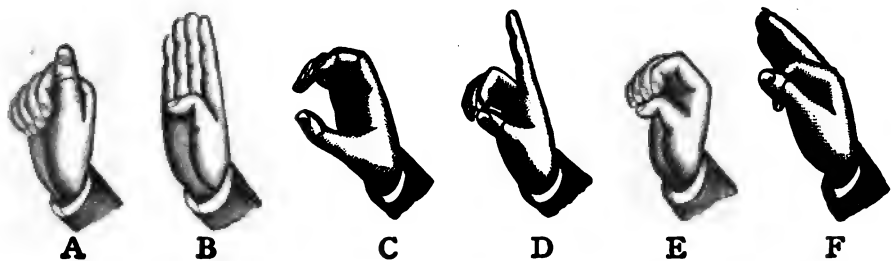
THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. (Mann Building).



PRINCIPAL FLOOR.

SCALE.

0 10 20 30 40 50 60 70 80 90 100



OFFICERS AND DIRECTORS.

PRESIDENT,
HON. ENOCH L. FANCHER, LL.D.

FIRST VICE-PRESIDENT,
REV. CHARLES A. STODDARD, D.D.

SECOND VICE-PRESIDENT,
MORRIS K. JESUP.

TREASURER,
GEORGE A. ROBBINS.

SECRETARY,
THATCHER M. ADAMS.

First Class—Term expires May, 1889.

HEWLETT SCUDDER,	HON. ALBERT M. PATTERSON,
HON. ENOCH L. FANCHER, LL.D.,	REV. CHAS. A. STODDARD, D.D.,
WILLIAM A. WHELOCK,	EVERETT HERRICK, M.D.,
AVERY T. BROWN,	EDGAR S. AUCHINCLOSS.

Second Class—Term expires May, 1890.

MORRIS K. JESUP,	JAMES O. SHELDON,
EDWARD M. TOWNSEND,	GEORGE A. ROBBINS,
THATCHER M. ADAMS,	WILLIAM M. HALSTED,
GEORGE F. BETTS,	WALTER H. LEWIS.

Third Class—Term expires May, 1891.

REV. THOMAS GALLAUDET, D.D.,	DAVID S. EGGLESTON,
BENJAMIN H. FIELD,	GEORGE A. PETERS, M.D.,
JOHN L. TONNELE,	J. HOOD WRIGHT,
JOHN T. TERRY,	FREDERICK JAMES DEPEYSTER.

*Officers and Directors.***STANDING COMMITTEES.***Executive Committee.*JOHN T. TERRY, *Chairman,*

GEORGE F. BETTS,

JOHN L. TONNELLE,

WILLIAM M. HALSTED,

J. HOOD WRIGHT.

(The President and Treasurer *ex officio*.)*Finance Committee.*

JAMES O. SHELDON,

EDWARD M. TOWNSEND,

HON. ALBERT M. PATTERSON.

(The President *ex officio*.)*Committee of Instruction.*

REV. THOMAS GALLAUDET, D.D.,

AVERY T. BROWN,

EDWARD M. TOWNSEND,

JAMES O. SHELDON,

GEORGE A. PETERS, M.D.

(The President *ex officio*.)*Law Committee.*

HON. ENOCH L. FANCHER, LL.D.,

THATCHER M. ADAMS,

GEORGE F. BETTS.

Library Committee.

AVERY T. BROWN,

WALTER H. LEWIS,

FREDERIC J. DEPEYSTER.

*Ladies' Committee.*MRS. JOSEPH W. PATTERSON..... *Chairman.*MRS. HELENA T. BROWN..... *Secretary.*MISS JULIA COOPER..... *Treasurer.*

MRS. JOHN T. TERRY,

MRS. EDWARD OOTHOUT,

MRS. HENRY A. OAKLEY,

MRS. CHARLES A. STODDARD,

MRS. ELLEN WALTER,

MRS. ETHAN ALLEN,

MRS. JAMES O. SHELDON,

MRS. HENRY M. DAY,

MISS JULIA RHINELANDER,

MISS HARRIET TABER,

MRS. EDWARD M. TOWNSEND,

MRS. J. HOOD WRIGHT.

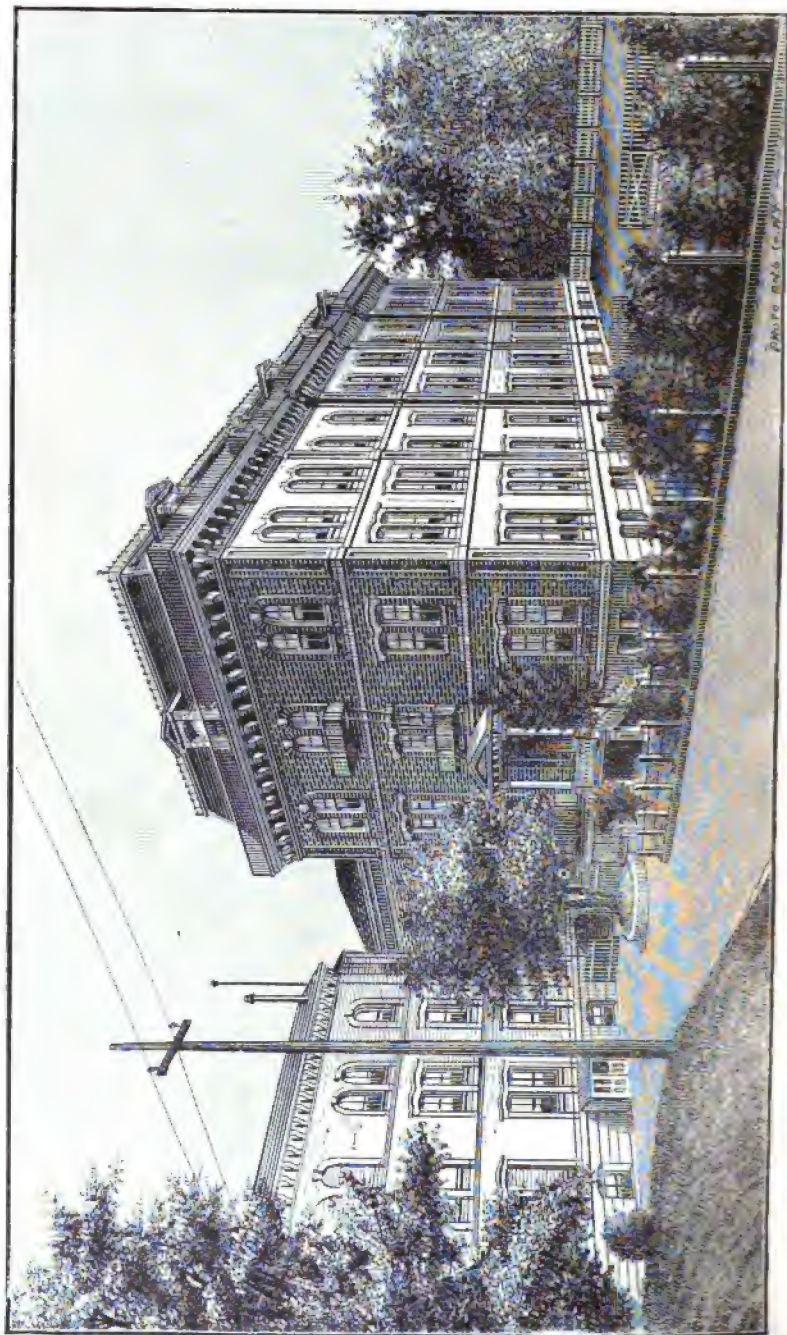
(The Visiting Committee is changed every month.)

Committee on Nominations.

MORRIS K. JESUP,

AVERY T. BROWN,

EVERETT HERRICK, M.D.



ACADEMICAL BUILDING.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS. •

DEPARTMENT OF ARTICULATION, LIP-READING AND AURAL
DEVELOPMENT.

Managing Professor.

E. HENRY CURRIER.

EMILY McALLISTER, *Assistant.*

ACADEMIC DEPARTMENT.

WILLIAM HENRY BISHOP.*

IDA MONTGOMERY.

MALE GRAMMAR DEPARTMENT.

THOMAS F. FOX, M.A.

WILLIAM G. JONES, B.A.

WALTER B. PEET.

ELIZABETH M. STRYKER.

FEMALE GRAMMAR DEPARTMENT.

IDA MONTGOMERY.

JANE T. MEIGS.

MYRA L. BARRAGER.

MALE PRIMARY DEPARTMENT.

CHESTER Q. MANN.

CHAS. W. VAN TASSELL.

LUANN C. RICE.

FEMALE PRIMARY DEPARTMENT.

JOSEPHINE L. ENSIGN.

DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

Managing Professor.

MADAME SARAH E. LEPRINCE.

GEORGIE DECKER, *Assistant.*

*Absent on leave.

ADMINISTRATIVE DEPARTMENT.

SUPERINTENDENT.

CHAUNCEY N. BRAINERD.

ATTENDING PHYSICIAN.

W. T. ALEXANDER, M.D.

CONSULTING PHYSICIANS.

EVERETT HERRICK, M.D.

GEORGE A PETERS, M.D.

OPHTHALMOLOGIST AND OTOLOGIST.

FREDERICK C. RILEY, M.D.

STEWARD.

C. N. BRAINERD.

ASSISTANT STEWARD.

W. S. CRITTENDEN.

CLERK.

GEO. P. GREENLEAF.

MATRON.

MRS. SUSAN L. HENRY.

ASSISTANTS.

MISS PRUDENCE LEWIS—Chief Supervisor of Girls.

MISS MYRA M. LONG—Matron of Primary Department.

MISS SARAH H. McCREADY—Housekeeper.

MRS. ANN L. TURNER—Linen Room.

NURSE.

MISS SARAH A. FRASER.

SUPERVISORS.

JOHN A. MELLEDY,

MARY E. MONTGOMERY.

JOHN H. BRENDALL,

MRS. RACHEL A. COOK,

FREDERICK H. KING,

JENNIE WILLIAMS,

ELIZABETH WARRING.

ENGINEER.

JOSEPH H. BANKS.

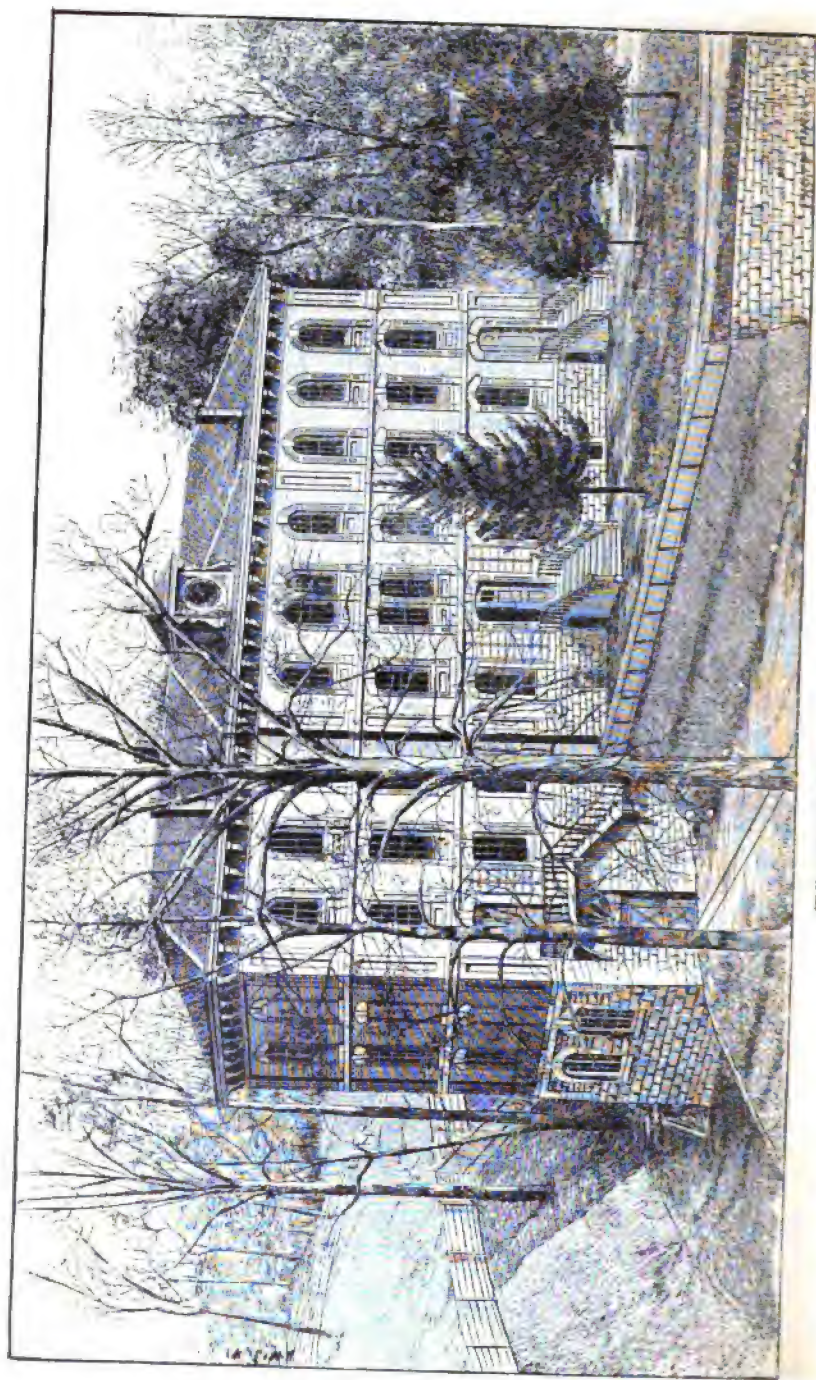
NIGHT WATCH.

FREDERICK A. GERLOFF,

GEORGE P. OGILVIE,

(*Vacancy.*)





TRADES SCHOOL BUILDING.

INDUSTRIES AND TRADES.

INSTRUCTORS.

PRINTING.

EDWIN A. HODGSON, M.A.

CARPENTRY.

EDWARD CLEARWATER.

CABINET-MAKING.

C. HENRY INTEMANN.

SHOEMAKING.

JOHN LECHTHALER.

TAILORING.

JOHN J. BRANAGAN.

GARDENING.

ALBERT METZGER.

BAKING.

THOMAS BEATTY.

DRESS-MAKING.

EMMA KING.

SHIRT-MAKING.

JANE CULLEN.

PLAIN SEWING.

HANNAH BARRY.

SEVENTIETH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully present to the Legislature of the State of New York, their Seventieth Annual Report, for the year ending September 30th, 1888.

With this are also submitted the separate reports of the Principal, Superintendent, Physician, Treasurer, and Committees on Annual Examination, which will give information in detail as to the condition of the Institution in each of its several departments, the methods pursued and the progress made.

From the Principal's Report, it will be seen that, in the academic year ending on the first Wednesday in September, 1888, there were under instruction, in the different classes, 363 pupils, of whom 242 were males and 121 females. Of these, there were present at the Annual Examination in June, 218 males and 111 females. The boys were taught in classes separate from the girls, and had nine gentlemen teachers and two lady teachers, most of whom taught two classes a day, one for four hours in the morning, and the other for four hours in the afternoon. The girls were taught, in eight classes, by four ladies.

During the year, a nearer approach has been made to perfecting the combined system of instruction, under which the different modes of expression by signs, the manual alphabet, writing and articulation, are made interchangeable.

The reading of books has apparently interested the pupils more than at any previous period, and the reading of the lips, which is more universal with us than in any other Institution where signs and the manual alphabet are used, has been practiced daily with the best results.

It now seems as if the great problem of what is the best system of teaching the deaf and dumb, which has been a vexed question for over a hundred years, was being solved by this union of methods, and there is every reason to believe that its superiority will be fully demonstrated.

Type-writing is taught in some of the classes, and Wyckoff, Seaman & Benedict, to whom we are indebted for the gift of two machines, one for general use, and the other the property of our blind deaf-mute, Richard T. Clinton, promise to obtain situations for our pupils, when they become expert.

The Report of the Committee on the Annual Examination, held in June last, will well repay perusal, by showing the high point of attainment our pupils have reached in their several grades.

In connection with the intellectual development of the pupils by systematic instruction, it has been the established policy of this Institution to give their pupils such industrial training as would qualify them to earn their own livelihood and to become working-members of the community. This policy has now been steadily pursued for twenty years, new lines of industry being followed, or old ones enlarged, as experience dictates, and one hundred and fifty of the boys and ninety-nine of the girls are now daily practically instructed in various trades and occupations, the class that is at school in the morning working in the shop in the afternoon, and *vice versa*, making thereby a restful interchange of mental and manual labor during each day. The results have been very gratifying, and if pupils are not removed too soon, but are allowed to go through the full course of training, they are able to find remunerative employment in their respective trades on leaving the Institution.

It is with regret that the statement must be made that this year the receipts have fallen \$4,648.23 below the expenses. There has been every effort made to conduct the Institution as economically as is consistent with the proper care and training and education of the children. But their helplessness in being deprived of hearing, renders much work in all departments necessary for them that would not be required in the case of hearing children. The fact, also, that the number of pupils has somewhat decreased, and that the receipts from the State have, this year, fallen off nearly \$6,000, while many expenses must necessarily remain as heretofore, will explain much of the deficiency.

This Board will constantly and earnestly endeavor in the future, as it has in the past, to carry out to the utmost the wishes of the State in regard to the education of its deaf-mutes, to make them healthy, intelligent, industrious citizens, and will apply to this purpose with economy all such funds as shall be entrusted to it.

All which is respectfully submitted.

In behalf of the Board of Directors,

ENOCH L. FANCHER,
President.

THATCHER M. ADAMS,
Secretary.

Report of the Principal.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN :—There is something in the education of the congenitally deaf so peculiar, that interest once enlisted in it cannot abate. The circumstances in which they are placed at their birth are so abnormal, that they cannot imbibe, from the mere influence of their environment, the intellectual nourishment and stimulus that attends the existence of a hearing child. They, therefore, learn nothing except what is specifically taught them, and their mental development and their acquisition of the language of their country, depend upon philosophical, ingenious and persistent efforts, put forth in their behalf. Hence, it is the mission of an institution like this, to discover, develop and apply, the best system of instruction.

For evidence of the success that we have attained in this direction, I beg to refer you to the report of the Committee that conducted the annual examination in June last, which has already been submitted to you, and to the proceedings of a remarkable convention composed almost wholly of our graduates, held in Rochester, in the month of September, and which I attended with greater pride and pleasure than I ever before experienced on a similar occasion.

The vexed question of method in the instruction of the deaf and dumb, is as old as the days of De l'Epee of France, Heinicke of Germany, and Braidwood of England, who flourished in the eighteenth century, as the first teachers of schools as such, in contradistinction to those that had been engaged in private tuition, and of whom it will be remembered, the first believed that the best means of reaching the mind of the deaf-mute, and of explaining the intricacies of written language, was a system of gestures that corresponded most nearly to his own natural idiosyncrasies of thought, while the other two attached such importance to the possession of speech, that the one made instruction in it precedent to the acquisition of alphabetical forms of expression, while the other regarded all efforts to convey correct ideas as futile without it.

That both Heinicke and Braidwood were extravagant in their views concerning the value of vocal utterance to those who cannot hear and

have never heard, is evident from the extraordinary mental development which has been attained by deaf-mutes in this country since the system of De l'Epee, improved by his successor, Sicard, was introduced in the year 1817. Not only have our pupils, under this system, been enabled to read books intelligently, and to express themselves in correct English, but their minds have been stored with information, and made active in the comprehension and discussion of living questions. In fact, in my opinion, no true deaf-mute, and I might almost add, no hearing person, who does not understand and use the language of gestures, can attain to the same intelligence that he would by its practice ; for significant signs are the photographs of ideas, while words convey them only by a series of approaches in which every fresh attempt brings the form of expression nearer to the thought.

Since the year 1851, it has been the custom for teachers of the deaf in this country, to hold "conventions" at average intervals of four years; and, for some years past, there have been held "conferences of Principals" midway between the conventions, so that, practically, every two years, we have had a gathering of experts, to discuss all questions connected with the education of the deaf and dumb and the amelioration of their condition.

Besides participating in most of these conventions and conferences, I have personally attended a convention of the Head Masters of the schools in Great Britain and Ireland, and two international congresses (one in Milan, Italy, and the other, in Brussels, Belgium), and have visited most of the representative schools abroad, and the conclusion I have reached, is, that the method of instruction which promises the best results, is that which shall engraft upon what may be called the American System as originally introduced into this country and improved by the labors of a succession of gifted and philosophic men, the distinctive features of the German and English systems.

The sign language, regarded as the basis, quickens, into intelligent activity, the dormant faculties of the uneducated deaf-mute, and has in it all of eloquence of which even the educated deaf-mute is susceptible. The significant and distinctive word-signs and phrase-signs devised in this Institution, enable the pupil to comprehend the force of individual terms, whether concrete or abstract, quite as perfectly as if he could hear ; and the manual alphabet, by which connected language is constantly presented to the pupil in the class room, has also proved a most valuable instrument.

It only remains to bring the pupil into as close relations as possible to the hearing and speaking community, by enabling him to read the lips of strangers, and to use, in articulate speech, the language which, with laborious effort, he has acquired in the Institution. To accom-

plish this, we are using what we call the Phonic Alphabet, an alphabet which employs the best and most distinctly visible positions of the organs of speech to represent the power of each letter, so that words *spelled* phonetically with this alphabet, are thereby truly *spoken* in such a way as to reach, with the greatest distinctness, both the eye of the deaf and the ear of the hearing. There is no "guess work" about it. The word is not inferred from its connection, but is recognized as a distinct entity, except in the case of that class of words which have different spellings and meanings with the same sound.

In many individual cases, we have succeeded in giving both rapid lip-reading and clear articulation. But our special effort during the last year has been to teach every pupil in every class to read the lips of his teacher, while our present effort is to train him to place his own organs of speech in the same position with those of his instructor, as, day by day, he goes through his drill in the phonic alphabet, and thus bring him to true articulation.

Judging from what has been accomplished thus far, the great majority of our pupils will probably be brought to such a facility in lip-reading that we shall be able to address them by slow, if not rapid speech, instead of using the manual alphabet for that purpose, while they will be able to show, by signs, that they understand, not only the meaning of every individual word, but the scope of what is said to them; and a less, but considerable number, will be enabled to speak in at least that metallic voice which is peculiar to those who have never had any degree of hearing; and fewer yet, assisted by present or past, but remembered hearing, will speak in a euphonious and agreeable manner. Meanwhile, we shall not have to blame ourselves for the failure which results from sacrificing the substance to the shadow; and shall continue to turn out intelligent pupils, who can communicate with the world at large, through writing.

The number of pupils in attendance within the last fiscal year of the Institution was 377, of whom 249 were males and 128 females.

The number under instruction in the several classes within the academic year, the vacation terminating which, closed on the first Wednesday of September, 1888, was 363, of whom 242 were males and 121 females. Of these, there were present at the annual examination in June, 218 males and 111 females.

The boys were taught in classes separate from the girls, and had nine gentleman teachers and two lady teachers, most of whom taught two classes a day, one for four hours in the morning and the other for four hours in the afternoon, the entire number of classes being nineteen.

The girls were taught in eight classes, by four ladies. This separation of the sexes in the class-rooms is regarded as favorable to good

order and attention, undisturbed by the natural tendency to mutual attraction and repulsion when boys and girls are brought too much together, while, to the girls, it is of inestimable value, as it brings them under the special influence of Christian women, who, in daily intercourse, inculcate correct notions of life, and while cultivating amiability of disposition, confirm them in habits of propriety of demeanor.

There are set times, however, when the boys and girls are allowed to be together, under suitable supervision, that they may gain the reciprocal benefit arising from such association.

Throughout the year, the members of the classes in school in the morning, were taught trades, the arts of design, and other useful industrial occupations in the afternoon, the two divisions being changed every week, so that each could have alternately any advantage attaching to the portion of the day in which they were in session, sufficient time being allotted, in the arrangement of hours, for recreation and study out of school.

This education of the eye and hand, carried on *pari passu* with the intellectual training of our pupils, is of incalculable importance, as it not only habituates them to systematic and intelligent exertion, but also secures to them a means of obtaining an independent livelihood after their necessarily long term of instruction has been brought to a close.

To the many blessings derived from the intellectual, industrial and æsthetic life enjoyed by our pupils, has been added that which underlies all life worth living, the cultivation of moral and religious principle. Instruction in this direction has been entirely unsectarian, but the result has been the unfolding of their relations to their Heavenly Father and to their Redeemer, to those who, without such instruction, would have been as benighted as the heathen in foreign lands, upon whom the light of Christianity has never shone. Many of them have given evidence of sincere piety, by beautiful, unpretentious lives, and, with the consent or by the desire of their parents, have become members in full standing of Presbyterian, Episcopal, Methodist, Baptist, Roman Catholic, and other churches.

ACKNOWLEDGMENTS.

The library of the Institution, which now numbers 4,451 volumes, has been a source of great benefit to our pupils, who have also had access to the Mercantile Library, in which the Institution owns by presentation twenty-three shares, and to the Washington Heights Free Library, in our immediate vicinity, and who, during the last year, have developed an increasing taste for reading, that silent means of acquir-

ing knowledge and of communing with the master minds of all the ages.

This has been made a special object of attention by their literary society, known as "the Fanwood Literary Association," before which the pupils have been encouraged to communicate, for the general weal, the information they have obtained from books. In this connection, it gives us pleasure to return our thanks to Mr. H. H. Crocker, for his donation of seventy bound volumes on miscellaneous subjects and sixty unbound magazines.

Owing to the generous sympathy of Messrs. Wyckoff, Seamans & Benedict, who have not only provided us, free of cost, with two type-writers, one of which they presented personally to Richard T. Clinton, our blind deaf-mute pupil, but have also given assurance of employment to all who shall become expert in their use, type-writing has been successfully taught to all the pupils in three of the classes. We have now five type-writers in constant use, and shall not cease to be grateful for the facilities that have been so kindly afforded for securing to our pupils additional available resources for after life.

As an encouragement to proficiency in art, we have been greatly gratified by the generous offer, from Miss Elizabeth C. Jay, of a prize of twenty dollars to the pupil who, before May 1st, 1889, shall make the best sketch in pencil, charcoal, or paint, or clay modelling from animated nature.

Our thanks are also due for the following newspapers and periodicals, which have been sent free to the Institution for the use and enjoyment of its inmates.

Monthly.

Our Record, Buffalo, N. Y.
The Mute Ranger, Austin, Texas.
The Juvenile Ranger, Austin, Texas.
The Sheltering Arms, New York City.
The Sunday-School Journal, New York City.

Semi- Weekly.

The World, New York City.

Weekly.

Sunday-School Advocate, New York City.
Deaf-Mute Record, Fulton, Mo.
Silent Observer, Knoxville, Tenn.
The Companion, Faribault, Minn.
Maryland Deaf-Mute Bulletin, Frederick, Md. (Two copies.)
Progress, New York City.

The Evangelist, New York City.
 The Newburgh Weekly Journal, Newburgh, N. Y.
 The Rome Sentinel, Rome, N. Y.
 The Saratogian, Saratoga, N. Y.
 The Weekly State Gazette, Trenton, N. J.
 The Uptown Visitor, New York City.
 The Kentucky Deaf-Mute, Danville, Ky.
 The Goodson Gazette, Staunton, Va. (Two copies.)
 The Deaf-Mute Mirror, Flint, Mich.
 The Mute Chronicle, Columbus, Ohio.
 The Wisconsin Deaf-Mute Times, Delavan, Wis.
 The Deaf-Mutes' Journal, New York City. (Two copies.)
 The Deaf-Mute Index, Colorado Springs, Colo.
 The Tablet, Romney, West Va.
 The Kansas Star, Olathe, Kan.
 The Optic, Little Rock, Ark.
 Our Little People, Rochester, N. Y. (Twenty-two copies.)
 The Deaf-Mute Voice, Jackson, Miss.
 The Utica Herald, Utica, N. Y.
 The Daily News, Berkeley, Cal.

The courtesy with which, as your representative, I was personally treated at the Conference of Principals held, in the month of April last, at the Institution for the Deaf and Dumb in Jackson, Mississippi, by the Directors, Superintendent, and State officials, also calls for special acknowledgment.

All of which is respectfully submitted.

ISAAC LEWIS PEET,
Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION
 OF THE DEAF AND DUMB, Oct. 1, 1888.

Report on the Annual Examination.

JUNE 21, 1888.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN :—In accordance with the directions of your Board, the undersigned Committee, appointed to conduct the Annual Examination of the pupils, have performed the duty assigned to them and respectfully report :

The examinations were held simultaneously in all the classes on Thursday, June 21. The Chairman of the Committee overlooked the work in person, and passing through the class-rooms, distributed to the examiners the questions on the various subjects to which the pupils were required to give written answers. In the special examination of the High Classes, that of the Female department, under the instruction of Miss Ida Montgomery, and the Males, taught by Mr. William H. Bishop, the Committee were fortunate in having the assistance of Rev. Oliver Crane, D.D., of the Official Board of Examiners of the State Scientific College of New Jersey, whose report will be found appended hereto.

The classes of the Male Primary Department at the Mansion House, were examined by Mr. Charles W. Minor, A.M., of Tarrytown, whose report in detail is also appended. The examination of the Department of Art, under Madame Sarah E. Le Prince, had been previously completed by three artists of distinction, Messrs. James B. Smillie, N.A., and Edwin Howard Blashfield, A.N.A., and by Mrs. Blashfield, the results of whose inspection will be seen in their reports in their appropriate places. To the several gentlemen and the lady who participated in the work of examination, the Committee take this opportunity to extend their thanks for the very able assistance they rendered. The Committee further desire to express their appreciation of the general excellence of the work performed in the department conducted by Dr. Peet, as attested by the results of the examination.

In its inspection of the classes, the Committee were guided by the accompanying schedule, which supplied them with necessary information regarding the number of pupils under instruction during the year, the number present at the examination, the number of pupils in each class, their standing, according to the number of years they have been under instruction, and their special and general classification.

SCHEDULE OF CLASSES, JUNE 21, 1888.

I.—MALES.

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
I.	Thomas F. Fox.....	8 years.....	14	11
II.	E. H. Currier.....	7 years.....	15	14
III.	Walter B. Peet.....	6 years.....	16	15
IV.	Walter B. Peet.....	5 years.....	16	14
V.	E. H. Currier.....	4 years.....	11	9
VI.	Thomas F. Fox.....	4 years.....	18	14
VII.	Elizabeth M. Stryker..	various.....	15	15
VIII.	William G. Jones.....	3 years.....	15	14
IX.	William G. Jones.....	2 years.....	21	20
X.	Chester Q. Mann.....	1½ years.....	17	15
XI.	Chester Q. Mann.....	1 week to ½ year.....	12	11

KINDERGARTEN.

(Children under 10 years.)

I.	Luann C. Rice.....	2 years.....	20	20
II.	C. W. Van Tassell....	1 week to 1 year.....	35	31

SPECIAL CLASSES.

(Deaf, Dumb and Blind, 1. Hearing Mute, 1.)

| John H. Geary.....	| various.....	| 2	| 2
--------------------	--------------	---	---

HIGH CLASS.

| William H. Bishop....	| 8 to 11 years.....	15	13
		242	218

II.—FEMALES.

I.	Ida Montgomery.....	7 years.....	16	15
II.	Jane T. Meigs.....	6 years.....	15	14
III.	Jane T. Meigs.....	5 years.....	14	13
IV.	Myra L. Barrager.....	4 years.....	15	13
V.	Myra L. Barrager.....	3 years.....	12	10
VI.	Josephine L. Ensign..	2 years.....	17	16
VII.	Josephine L. Ensign..	2 mos. to 1 year.....	15	15

HIGH CLASS.

| Ida Montgomery.....	| 8 to 11 years.....	17	15
		121	111

RECAPITULATION.

UNDER INSTRUCTION DURING THE YEAR.		PRESENT AT THE EXAMINATION.	
Males,	242	Males,	218
Females,	121	Females,	111
Total,	363	Total,	329

LIP READING.

TEACHERS.	Under instruction during the year.			Present at the Ex- amination.		
	Males.	Females.	Total.	Males.	Females.	Total.
E. H. Currier.....	20	13	39	23	11	34
Elizabeth M. Stryker.....	15		15	15		15
Jane T. Meigs.....		13	13		13	13
M. E. McAllister.....	52	12	64	50	12	62
Thomas F. Fox.....	32		32	25		25
Walter B. Peet.....	32		32	29		29
William H. Bishop.....	15		15	13		13
Mrs. A. T. Mann....	29		29	26		26
	201	38	239	181	36	217

AURAL DEVELOPMENT.

E. H. Currier.....		11	11		11	11
Elizabeth M. Stryker.....	4	7	11	4	7	11
Jane T. Meigs.....		11	11		11	11
M. E. McAllister.....	8	6	14	8	6	14
	12	35	47	12	35	47

DRAWING.

Mme. Sarah E. Le Prince..	240	121	361	216	111	327
---------------------------	-----	-----	-----	-----	-----	-----

A practical estimate of the progress made by the pupils in each of the twenty-three classes into which the school is divided, will be gleaned from the accompanying accounts of the studies pursued, with such details as limited space will permit.

MALE DEPARTMENT.

Eleventh Class.

In this class were the latest admissions above ten years of age, and those pupils in the earliest stage of instruction. They were twelve in number, with an average standing of from one week to one half of a year, and were under the instruction of Mr. Chester Q. Mann. The exercises included the names of twelve objects, which all recognized and wrote, while some more advanced had studied Dr. Peet's Language Lessons, and were able to count in words and figures from one to two hundred. The efforts of these pupils indicated the possession of dormant mental powers which, under the patient efforts of their industrious teacher, will eventually be awakened to activity.

Tenth Class.

Seventeen pupils, more advanced than those in the preceding class, composed this class, also taught by Mr. Mann. Their standing was eighteen months, and their text books included Dr. Peet's Language Lessons, Peet's Scripture Lessons, including the Lord's Prayer and the Ten Commandments, First Lessons in Arithmetic, and Lip Reading. The care and zeal of an able teacher were evinced in the replies to the questions given, such as : "What animals fly in the air?" "Who made the different kinds of animals?" "What is God?" "What is the largest number expressed by two figures?"

Ninth Class.

There were twenty-one boys in the ninth class, with a standing of two years, who were taught by Mr. William G. Jones. During the year, they had studied Goodrich's Child's History of the United States ; Mitchell's First Lessons in Geography ; Peet's Scripture Lessons ; Thomson's First Lessons in Arithmetic ; and had had exercises in the Phonic Alphabet, in Grammatical Symbols, and Original Sentences. They also wrote journals of daily events, and had had weekly lessons in drawing. A specimen of language taken from the first of these papers at hand reads : "Last Saturday I got up. I went down to the lavatory. I next went to the dining-room. Then I played till eight o'clock. Mr. M—— told me to go to the shop. I had a good time when I was in the city." This, though only one of many extracts that might be selected, attests to the satisfactory progress made by these pupils.

Eighth Class.

The eighth class was taught by Mr. William G. Jones. It contained fifteen pupils, whose standing was three years. The studies pursued had been History of the United States ; Monteith's Manual of Geography ; Peet's Scripture Lessons ; Thomson's First Lessons in Arithmetic ; and the Phonic Alphabet in connection with Monroe's Second Reader. The class had daily exercises in writing original sentences and journals of daily events, as well as in Grammatical Symbols, and weekly lessons in drawing. As specimens of the questions given these pupils, the following are selected : " For what was the year 1825 distinguished ? " " What was the fate of Absalom ? " " What will you do when you are at home ? " To the last question the following is an answer : " I shall help my father work in the garden. I hope that I shall go to Long Branch and to Coney Island this summer. "

Seventh Class.

In the seventh class, of which the standing is various there were fifteen pupils, taught by Mrs. E. M. Stryker. The outline of study embraced Dr. Peet's Scripture Lessons ; Mitchell's Elementary Geography ; Monroe's First Reader ; Lip Reading and Articulation ; and Exercises in Language, Penmanship, and Drawing. That these pupils had made progress was evident by their replies to questions like the following : " What warms the earth ? " " What beings have no souls ? " " Of what is paper made ? " " How can we be happy in this life ? " The language used by these pupils may be seen from the following extract from a journal : " This morning it is very beautiful, and it is very hot, too. To-day we are having our examination. Next week, all the pupils will go home and stay two months and two weeks. They will come back here again next September. "

Sixth Class.

There were in this class eighteen pupils, of four years' standing, under the instruction of Mr. Thomas F. Fox. The programme of study embraced the English language, through journals of daily events, and special exercises in and illustrations of idioms in common use. In Grammar, the fundamental principles were mastered, and the parts of speech learned with Dr. Peet's Chart of Predicates ; Arithmetic, Thomson's First Lessons to United States Money ; Penmanship, daily exercises ; Lip Reading daily, with the Phonic Alphabet as a basis ; Dr. Peet's Scripture Lessons ; Psalms, Hymns and Spiritual Songs, for Sunday Study ; Drawing, one hour each week. Among the questions given this class were : " What was the cause of the Civil War in the United States ? " " How was Slavery abolished in the United States ? " " What does *Sum* mean ? " " Give the *names* of the parts in Division ? "

- Write in words, \$5.53." "Give the symbols for the Parts of Speech." - Write sentences containing the words, *expect* and *except*." To the last was written: - "We expect that Mr. B—— will give money for fire-crackers, on July 4th, to all the boys except the bad ones."

Fifth Class.

Mr. E. H. Currier was the instructor of this class, in which were eleven boys having a standing of four years. Their range of studies included English composition, (in which sentence building, letter-writing and journals received special attention,) Geography, History of the United States, Arithmetic, Bible Lessons, Hymns, Lip-Reading, Penmanship, and Drawing. The class showed up excellently in the various studies. A general idea of the language of these pupils can be obtained from the following extracts, copied from a specimen letter in the examination papers: "My Dear Parents: Now I sit down to write a letter to you, as I want to know how you are. There will be an exhibition in the chapel on the 26th of this month. The Directors will give diplomas to the pupils who have been at school for eight years. Are you coming to the exhibition? If you are not, I will write to you and tell you how it passes off. I am as well as usual. I hope you are well. I would like to work in a printing-office after the Fourth of July. Will you help me to get a job? Your affectionate son."

Fourth and Third Classes.

These two classes, embracing thirty-two pupils and representing a standing of five and six years respectively, were taught by Mr. Walter B. Peet, whose familiarity with the language of signs dates from his infancy, though himself able to hear and speak. The branches taught in each year were similar, embracing Geography, the History of the United States, Arithmetic, Scripture Lessons, Penmanship, and Lip-Reading, but the point in which the more advanced pupils showed the advantage they had derived from having been more years under instruction, was their ability to use and understand the English language, which had been made a special subject of study and an object of constant and unremitting practice. The answers to the test questions proposed, and the evident progress which they had made in composition and correctness and ease of expression, commended themselves to your committee.

Second Class.

There were in the second class, or that of the seventh year, fifteen pupils, under the instruction of Mr. E. H. Currier, a teacher of long experience. The studies of this class formed an advanced course, including exercises in English composition, Letter-writing and Journals; Six

Hundred Proverbs; Selections from "Carlton's" Encyclopædia in Astronomy, Chemistry, Geology, Geography and Physiology; Geographical Cards; Historical Cards (United States History); Arithmetic to Fractions; Bible and Hymns; Lip Reading and Drawing Lessons half an hour each week. In the use and comprehension of language, the class showed a familiarity that was most surprising as well as gratifying. As an illustration, we give the following extract, dashed off by one of the boys, at the beginning of the examination: "Our examination is already in progress. We are rather sweltering under its influence, but we have resolved to go through it safe and sound. We shall be more than glad when the examination is over." So numerous were the questions on all the subjects, which were equally well answered, that it would appear invidious to attempt the presentation of any specimens in particular, of the most excellent work of these pupils, with which your committee feel great satisfaction.

First Class.

In this class, the most advanced of the grammar department, there were fourteen youth, with a general standing of eight years, who were taught by Mr Thomas F. Fox, a most successful instructor. As most of the pupils had completed the regular course of study offered by the Institution, the course of instruction was an advanced one. The course included English Language and Composition; English Grammar, with Peet's Grammatical Symbols; Thomson's Complete Graded Arithmetic, to Percentage; the Book of Nature, embracing a study of Air, Heat, Light, Electricity, Magnetism and Gravitation; Bryant's Book-keeping, through Single Entry; Penmanship; Bible Lessons and Hymns; Lip Reading and Drawing. In the main branch of instruction, the English language and composition, the pupils passed a most creditable examination. The style of expression varied, but all shewed ease in expressing their thoughts in a clear style. As a specimen, the appended will do: "I do not feel much like writing, and I am really uncomfortable to-day. I am very warm and wish examination was over. After school, there is to be a base ball match between the waiters and monitors. I think the waiters will win. We are expecting to have a good time at our party to-morrow, and I am sure that it will be much more pleasant than examination." The Committee were very favorably impressed with the manner in which the class passed through all the subjects of the examination, which showed the care and diligence of both teacher and pupils.

JUVENILE DEPARTMENT.

The classes of this department occupy the Mansion House, in which fifty-five little boys live and have their school. All these children are

below the age of ten, their standing being from six months to four years. Their examination was conducted by Mr. Charles W. Minor, A.M., of Tarrytown, N. Y., whose views are given in the following report :

NEW YORK, June 25, 1888.

"To the Committee of Examination :

"GENTLEMEN :—In accordance with your invitation extended to me through Dr. Peet, I made a special examination, on Thursday, June 21st, of the boy pupils in your primary department, and I have the honor to submit herewith my report.

"There were present about fifty boys, who have been under the instruction of Mr. C. W. Van Tassell and Miss L. C. Rice. They were divided into five classes, the highest consisting of twenty, under Miss Rice, and the remaining four classes, under Mr. Van Tassell.

"The fifth class consists of four boys, who have been at the Institute from one week to one year. With the exception of one boy, they all knew the names of the twelve primary objects, used by Mr. Van Tassell in first teaching them, and were able to point to the name when the object was touched, or *vice versa*. Herman Lander, a member of this class, exhibited remarkable brightness. He has received instruction only four days, yet he knew these twelve primary objects by name, and could pick them out at random.

"The fourth class, consisting of eight boys (standing, five months to one year), not only knew the names of the twelve primary objects, but wrote them on their slates and also spelled them with their fingers. They also knew the letters of the written and manual alphabet.

"The third class, of seven boys (standing, eight months to two years), seemed much further advanced than the preceding. They had a knowledge of more words, including some verbs, which they used in the present and past tenses, and the pronouns, 'I,' 'you,' and 'he,' and they were also able to give the signs for the different words. Questions were asked them in writing ; they made the signs for the words, and then wrote proper answers to the questions. They could count as far as ten, and their penmanship was very good. George MacDonald, a member of this class, was very bright and intelligent, and seemed to take a special interest in his studies.

"The second class, of sixteen boys (standing, from one to three years), were all able to give their names, ages and residences, which they wrote on their slates. They had command of more words, and understood the use of adjectives, and the conjunction 'and,' also the pronouns 'we,' 'you,' 'they,' 'him,' 'her,' and 'it,' and the possessive. They could also add simple numbers, and could translate from words to figures, and *vice versa*, numbers up to one hundred.

ir penmanship was clear and distinct, and in many cases much better than that of boys of a similar age who can speak and hear.

The first class, under Miss Rice (standing, two years), were much further advanced than the other classes. The class is divided into two sessions, but was examined together.

The following sentence was written on the blackboard for them: Henry, take four slates, three thin books and two empty boxes, from the closet, and put them on Edward's desk.'

The class read the sentence in signs, and then Henry did as requested.

Various questions were then asked, such as, 'What did Henry do?' 'How many things did Henry take?' 'Where did he put them?' 'Why did Henry take them?' and they were all answered correctly.

"Sentences with grammatical mistakes, such as 'His eyes are blue,' 'His face are thin,' etc., were given them for correction, and in every case the mistake was corrected. They all wrote a journal of what had transpired during the day, commencing from the time they assembled in the morning. These were all well written, and showed a clear perception of what was happening around them, and that they possessed the power of expressing their thoughts in words. A few mistakes were made, but when pointed out, were at once corrected.

"They all performed correctly examples in Addition, Subtraction and Multiplication.

"The books used in these classes are Dr. Peet's Text Books and Felter's Arithmetic.

"John Keiser, a semi-mute, has studied besides these, 'Foster's Story of the Bible' and 'Mitchell's Primary Geography.' He wrote a very good description of the Flood, and gave a correct definition of the word Planet.

"In addition to the above, six of the pupils, who receive instruction in lip reading and the use of Prof. Currier's double tube, were examined.

"The sentence, 'God is just,' was articulated by their teacher, Miss McAllister, and the boys wrote first the phonic signs as she made them with her lips, and then they wrote the equivalents in letters, until they had the whole sentence.

"With the use of Prof. Currier's double tube, some of the boys with whom the power of hearing is not entirely lacking, were able to hear what was said to them and repeat the same, in this manner, learning how to talk.

"Throughout the whole examination, the boys showed the result of much patience and careful training on the part of their teachers.

"All of which is respectfully submitted by

“CHARLES W. MINOR.”

Special Class.

This class was composed of Richard T. Clinton, who is blind, deaf and dumb, and William Neal, who, though he can hear, is unable to speak. Both are under the instruction of Mr. John H. Geary. Clinton has made great progress in his studies, which include daily compositions on the type writer, "Colburn's Mental Arithmetic," and selections in history and geography from "Carlton's Encyclopædia." Neal's improvement is gradual and promising. His studies were "Monroe's Primary Speller," Easy Reading Lessons, Penmanship, Dr. Peet's Phonic Alphabet, Writing from Dictation, and "Dr. Peet's Course of Instruction, Part I." The work of this class was very interesting, and highly satisfactory to your Committee.

FEMALE DEPARTMENT.*Seventh Class.*

There were in this class fifteen of the youngest little girls, whose average time at school was from two months to one year. They had been taught by Miss Josephine L. Ensign, who showed great ability in this department. Some of the children had been exercised in "Peet's Language Lessons," and had committed the Lord's Prayer to memory. In the examination, they readily distinguished the twelve objects, spelled the names on their fingers, and then wrote them on their slates. Their exercises were extremely interesting, and considering the age of the children, it was one of the pleasantest parts of the examinations your Committee witnessed.

Sixth Class.

The next higher class was composed of children who had been at school two years, and showed greater intelligence. They were also taught by Miss Ensign, who had drilled them in lessons in language, letter writing, and journals, and answers to given questions, Hymns, Scripture Lessons and the Ten Commandments, exercises in written numbers, Addition, Subtraction, and Multiplication, and Lessons in Penmanship and Drawing. These children used simple and correct language. For example, a description of Scotland is thus given: "Scotland is a country full of mountains. The people who live in Scotland are called Scotch. Lizzie F.'s father and mother were born in Scotland, so they are Scotch; but Lizzie herself was not born in Scotland, so she is not Scotch.

Fifth Class.

In the class of the third year there were twelve pupils, under the instruction of Miss Myra L. Barrager, a teacher of experience and great ability. The studies were General History and Geography from

“De Fontaine’s Wisdom Teeth ;” Arithmetic—Addition, Subtraction and Multiplication; Daily Exercises in Language, including Letters, Journals and Conversations ; Scripture Lessons and Hymns ; Drawing, half an hour each week. The papers of these pupils show a clear comprehension of the subjects comprising their course of study. Their language, as will be observed in the given specimen, shows how priceless a boon instruction is to the deaf : “It is a beautiful day, and our school room is full of sunshine. Last week, when I went home, I was pleased to talk with my father. He says my sister cannot write as well as I. He says I am getting smart and learning books. He asked me, if I liked my school? I said, I liked to go to school, and to learn to read and write. I feel very happy, and am thankful that I can read and write, even if I cannot hear.”

Fourth Class.

This class is also under the instruction of Miss Barrager, and comprises fifteen pupils of four years’ standing. They studied “Montieth’s Geography,” giving special attention to the United States ; History of the United States, Mexico and Central America ; Arithmetic, to United States Money ; Scripture and Hymns ; Drawing ; and Exercises in Language. The latter subject received the special care of the teacher, and the result of her work as indicated by the language used by her pupils, was highly gratifying to the Committee, who here present a specimen composition by one of the pupils : “To-day is examination day. It is very warm, but still pleasant. Yesterday it was also warm, but we enjoyed playing croquet. Nearly every day Miss M—— goes to the woods to get flowers. She is very fond of flowers. We have packed our trunks, and shall be very glad to go home and see our parents. Some of the girls have already gone, but most of us will leave next Thursday.” This certainly is as good English as the average hearing girl of the same age uses.

Third Class

The Third Class was taught by Miss Jane T. Meigs, who had in her care fourteen pupils, whose standing was five years. Their course of study had been “Montieth’s History of the United States ;” “Mitchell’s Primary Geography ;” Grammar with Symbols ; Arithmetic, to Short Division ; Letters and Stories ; Bible Lessons and Hymns ; Drawing ; Aural Development, and Lip-Reading. The examination of this class was thorough, and highly satisfactory to the Committee. The pupils showed a readiness in their work, that argued well for the careful instruction which they had received. Some of the questions which they were called upon to answer are here given : “By whom was America discovered, and give an account of him in your own language.” “Tell what you can of the settlement of New York.” “Name a large river

flowing through the United States, and state where it rises and through what States it passes." The replies were all good, and in several cases exceptionally so.

Second Class.

Miss Meigs was also the instructor of this Class, in which there were fifteen pupils, whose standing was six years. During the year they had followed the following course of study: English Grammar and the use of Grammatical Symbols; Letters and Stories; "Parley's Universal History;" "Mitchell's Primary Geography;" Bible Lessons and Hymns; and they had had exercises in Aural Development, Lip-Reading, and a lesson in Drawing, each week. In composition, they showed a clear, simple style, and few errors of construction were noticeable. The ability of the class in this branch was tested in writing stories told by the teacher, one of which we append: "The story of Fort Sumter is a very strange one. It was a United States fort, with seventy men, who were commanded by Major Anderson. When the fort became short of food, the Government tried to send provisions to the soldiers. But the Confederates prevented this, and demanded that Major Anderson should surrender. This he refused to do, and fought till all resistance was useless. He and his men were brave soldiers."

First Class.

In the first class, under the experienced instruction of Miss Ida Montgomery, were sixteen pupils, with an average standing of seven years. Their work during the year embraced "Hutchinson's First Lessons in Physiology;" *resumés* of History and Geography of the United States; exercises with wall maps; six hundred Proverbs; Arithmetic; Bible and Hymns; Articulation and Lip-reading; Compositions and Letters. The examination of the class was agreeable to the Committee. As a general rule, the pupils show a thorough knowledge of what they have studied, and their ability to express their ideas in concise sentences, reflects credit on themselves and their teacher. We quote a specimen question given, with the reply: "What can you say of salt?" "Salt is a commodity used by all nations and in all climates. On the gold coast of Africa, where salt is scarce, a handful of it will buy one or two slaves. The lower animals, as well as man, love it. The farmers know that it is good for their cows, and feed it to them. If it is not supplied to them, the hide grows rough and the hair falls out. Without it, they cannot digest their food well, and often starve to death."

The High Class.

Both the Male and Female High Classes were, as previously mentioned, examined by Rev. Oliver Crane, whose official report is here given in full:—

“MONTCLAIR, N. J., June 23, 1888.

“PRINCIPAL ISAAC LEWIS PEET, LL.D.:—

“Your invitation extended to me to act as examiner, at your annual examinations on the 21st, of the two highest classes in the Institution for the Instruction of the Deaf and Dumb under your charge, was both a surprise and a gratification—a surprise, because wholly unsought and unexpected; and a gratification, because of its furnishing me a most favorable opportunity of comparing the results of the latest and best methods of instructing deaf-mutes, with the advanced system of education in the State Scientific College of New Jersey, of which I have the honor, under Governmental appointment, of being a member of the Official Board of Examiners, and whose examinations I have but recently attended. I was prepared to expect a high degree of proficiency in each; but I am constrained to say that I have been highly delighted to find, from these examinations, the points of comparison reflecting such high honor on your Institution. Of course, the difference in grades of study must be taken into the account; but, as far as your pupils have gone in the several branches, their proficiency was, to say the least, fully on a par with that evinced by those possessed of perfect physical faculties.

“The classes which came more particularly under my observation, were those in charge of Prof. W. H. Bishop, B.A., of young men, and in charge of Miss Ida Montgomery, of young ladies. In both of these, there were, at least, three particulars deserving of special mention, in which the students certainly acquitted themselves remarkably well. These are:

“1. The quickness with which they grasped the questions or problems given to them for replies or solution.

“2. The promptitude and accuracy of the answers in every instance.

“3. The exceeding ease and celerity with which they wrote out their required tasks, and that, in correct, idiomatic English, rarely making mistakes either in spelling or structure of language, and these, when made, were oftener the result of the rapidity of execution than of misconception.

“I have rarely attended any examinations in any institution where the pupils seemed to know what they had acquired in their studies better than did the members of both of these classes. In their extemporaneous compositions, this was particularly apparent. Two young ladies were called upon to write their impressions of the character of the mythological deity, Juno; and both, without a mo-

ment's hesitation, stepped up to their respective blackboards, and filled each her own board, in a remarkably brief space of time, with a sketch; and what impressed your examiner, especially, was that, while each description was entirely distinct from the other, each was correct; and yet neither knew in advance which of the eighty-seven mythological characters, studied by them, would be called for. The same fact is manifest also in the several impromptu compositions handed in, written unhesitatingly on themes taken by draft from a pile of question cards without selection, and given to the members of the classes (for the same remark is true of both), on which to write. This was strikingly illustrated in themes suggesting characters in English history. The character selected (at random) happened to be that of the mythic personage in early English history, King Arthur and his exploits. The several compositions on this theme were highly creditable, alike to the proficiency of the pupils and to their literary tastes, as exhibited in the different styles of writing adopted by each, one being in a plain, ungarnished style, and another in a more embellished form, according to trend of native talent. Their command of pure English was something remarkable.

"The graduating class of young men, in charge of Prof. W. H. Bishop, in Logic, Physics, Mathematics, Symbols of Grammar, Lip-Reading, and Impromptu Compositions, exhibited a clear and practical acquaintance with the several studies; and, at the same time, showed the thoroughness of the instruction, and drill of the methods, employed in the Institution, not only satisfactory, but gratifying in the extreme. The same is true, also, of the graduating class of young ladies, in charge of Miss Ida Montgomery, in corresponding studies. The instruction is eminently adapted to secure the very best results in developing mind under such unfortunate physical disadvantages.

"But this testimony would not be complete without reference to the beautiful specimens of drawing, designing, sketching, painting, as well on porcelain as on paper and board; to the fine examples of moulding done by both under- and post-graduates; and to the superb embroidery executed by young lady pupils now in the Institution. These do great credit both to pupils and to instructors in these several departments.

"But we would not omit to mention—for it gave special delight—the exceedingly impressive rendering of two selected hymns, as done by the graduating class of young ladies in the chapel. The hymns selected were: 'My country, 'tis of thee;' and 'Just as I am.' The rendering was as impressive as it was significant, and full of reverential sentiment and pathos, doing credit alike to heart and head.

"The entire examinations, lasting several hours, were of very deep interest throughout, evincing progress in not only the humanities, but in the availabilities of the present, and showing that what were once counted impossibilities, are now not only practicabilities, but most cheering facts.

"All of which is respectfully submitted by your appointed examiner.

"OLIVER CRANE."

Art.

Instruction in the Department of Art, under the management of Madame Sarah E. LePrince, was given to all the pupils, excepting the blind boy. In the working studios, more extended instruction had been given, the results of which will be seen in the accompanying reports of the Examiners :

"DR. ISAAC LEWIS PEET, *Principal N. Y. Inst. for Deaf and Dumb* :

"MY DEAR SIR:—It is a pleasure to be able to state, unreservedly, that my inspection of the works of your students, under the art teaching of Madame LePrince, has proved exceedingly gratifying, as well as interesting to me.

"The eyes of those who are deprived of the sense of hearing have to do an almost double duty, which must result in an unusual quickness to see, and a readiness to understand and record impressions through the sense of sight. So it seems but fair, in the theory of compensations, that the graphic art should be the birthright of the deaf-mutes.

"Through such art, an almost boundless field is opened up to those who have not speech, and I am glad to see so large a class in your Institution entering in to take possession under such intelligent instruction.

"I am pleased to find the instruction so eminently practical. The foundations laid are so broad that any superstructure, bounded only by the will and ability of the student, can be built upon them. I saw sketches that a dressmaker might make for a robe; geometrical and perspective problems interesting to an engineer; working in glass and water colors to please the color sense; wood carving and modelling in clay to develop a sense of form; and artistic decorations of chinaware, hangings and embroideries, to make home beautiful.

"All of these works, from the humblest to the highest, have an industrial value in this community that is growing rapidly in importance, and makes such study as necessary and desirable as almost any other branch of education.

"I congratulate you that in Madame LePrince, you have a coadjutor

so enthusiastic and naturally so well equipped, and am sure that as time goes on, your students must look back to this training with gratitude for the fruit of pleasure and profit that it has borne.

"Believe me, my dear sir, very respectfully yours,

"JAMES D. SMILLIE."

"NEW YORK, May 17, 1888."

"DR. I. L. PEET, *Principal, New York Institution for the Deaf and Dumb.*

"DEAR SIR :—After a visit to and examination of the drawings, paintings, china and porcelain decoration, and art needle work executed by the pupils of the Institution, I find their performance creditable to both teachers and scholars, and indeed very remarkable, when the limitations of the latter, and the necessary difficulties of the former in explaining lessons, are considered. I cannot too highly urge the continuance of this education of their taste and intellect through the eyes, their unimpeded avenue, and in addition would say that even a *little* money expended upon a few of the best casts and photographs from ancient and modern masters would be of very great use. The educational value of a good bas-relief or photograph, seen not only at lesson time, but at *other* and all times, can hardly be overestimated.

"I have the honor to remain

"Yours very truly,

"EDWIN HOWARD BLASHFIELD."

"It gives me pleasure to express my belief in the educational advantage of the art needlework, shown at the exhibition of the Institution, particularly in the copies made from the Japanese, whose examples are always interesting and instructive.

"EVANGELINE W. BLASHFIELD."

"58 W. 57th Street, June 13, 1888."

CLOSING EXERCISES.

Commencement Day exercises were held in the Chapel of the Institution, at eleven o'clock A.M., on Tuesday, June 26th, in the presence of the Board of Directors, the parents and friends of the pupils, and others interested in the Institution. On the occasion, the following was the—

PROGRAMME.

- I. PRAYER.**
- II. ADDRESS BY THE PRESIDENT.**
- III. REPORTS OF COMMITTEES.**
 1. General Report on the Examination, by the Chairman of the Committee appointed by the Directors.
 2. Special Report on the Examination of the High Class, by Rev. Oliver Crane, D.D.
 3. Special Reports on the Examination of the Department of Art, by James B. Smillie, N.A., by Edwin Howard Blashfield, A.N.A., and by Mrs. Blashfield.
 4. Special Report on the Examination of the Primary Department, by Charles W. Minor, A.M.
- IV. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ISSAC LEWIS PEET, LL.D.**
 1. Salutatory Address, by Robert Henry Grant, graduating from the High Class.
 2. Time drawing, by children less than eight years of age.
 3. Time sketching, by special students in the Department of Art.
 4. Elementary exercises, by pupils less than a year under instruction.
 5. Address, written with the type-writer, by Richard T. Clinton, a blind deaf-mute.
 6. Impromptu Compositions on subjects suggested by the audience, by pupils connected with the High Class.
 7. Pantomimic Delineations, by Martin Schleich, Herman Lamm and Peter Meade.
 8. Essay, "Egyptian and Assyrian Art," by May Martin, a graduate from the eight years' course.
 9. The "Star Spangled Banner." Solo and Chorus.
 10. Poem, recited in signs, by Catharine Logue.

" Scarcely can God's strange restriction,
On the lip and on the ear,
By my mind be deemed affliction,
From the sad world coming here."
 11. Valedictory Words delivered orally by Frank Marcellus Houck, graduating from the High Class, and translated into signs by William G. Jones.
- V. DISTRIBUTION, BY THE PRESIDENT, OF CERTIFICATES, DIPLOMAS AND PRIZES.**
- VI. HYMN, "JUST AS I AM," IN CONCERTED SIGNS, BY A CHOIR OF GIRLS.**
- VII. BENEDICTION.**

The Salutatory Address, which opened the literary exercises by the pupils, was delivered in signs by Robert Henry Grant, who spoke as follows :

ESSAY ON SCHOOLS, AND SALUTATORY ADDRESS.

“ During the early periods of history, when cruel and ruthless kings governed on the other side of the Atlantic, schools were few, and admission to them was so dear that only a small number of persons could receive instruction. The schools then were chiefly established for the purpose of instructing kings and chief officers, while the poorer classes were not allowed to receive instruction. Even the rich and powerful were not educated, unless they were to be ecclesiastics, or were to be attached to the court. Plenty of great noblemen could not even write their own names. Pizarro, the famous Conqueror of Peru, for instance, could only make a rude mark instead of signing his name.

“ What are schools for ? They give knowledge and make children become useful and intelligent men and women. Schools are of great importance, for without them the world would never make any great progress. It would remain in great darkness, only broken here and there by a few faint gleams of light. As the world grew older, and the common people began to obtain more freedom, schools were established in greater numbers and instruction gradually became open to all. In this free republic of ours, we are happy to say, education is more general than anywhere else in the world.

“ At the present time, there are a great many schools in nearly all parts of the globe. There is a considerable variety in schools, a few of which will here be spoken of. In our own country, public schools, both primary and grammar, are nearly universal. In them, all the children, whether rich or poor, are given an opportunity to become worthy and even brilliant citizens. In these schools and in numerous high schools and many colleges, also, like the College of the City of New York, education is obtained without charge. The high schools are next above the grammar schools. The latter are noted for the excellent general education they impart, especially in the English language.

“ Besides the schools above mentioned, there are also Evening Schools, Industrial Schools, and Schools for the Deaf and Dumb, and other more or less disabled persons whom the State thinks it necessary to aid.

“ Evening schools are open in the evening, free of charge, and give tuition varying from two to three hours nightly. This kind of school is chiefly useful to young people, and others of more advanced years, who are obliged to work during the day and cannot get time to attend the regular schools. By being industrious and ambitious, such persons can

secure advantages almost as great as those of their more fortunate brethren. Indeed, as they have usually become so well aware of the benefits of knowledge, they often make even more rapid progress, in the same length of time, than others.

“In industrial schools, different trades are taught. During early times there were very few trade schools, although the people were skilled in various branches of industry. After a long time, more industrial schools were established, and from them many professional workmen appeared. Industrial schools are the best for those who wish to learn a trade, in order to support themselves. The world can get along if there are plenty of industrial schools. Suppose a person graduates from an ordinary school, where he has completed his education, but has never learned a trade, he must then become an apprentice for several years. If it happens that he is poor, he will have to depend upon his parents or friends for means of sustaining himself until he has thoroughly learned a trade. Among intelligent people, it has lately been a leading topic of conversation that industrial schools should be added to the usual public schools. It is hoped that they will be plentiful in the future.

“The first school in our own country for those devoid of the powers of hearing and speech, was established seventy-one years ago. Such schools are supported by the State governments or private benevolence. Previous to the foundation of these schools, the deaf and dumb were ignorant of almost everything. People were apt to laugh at them and think them worthless creatures. Those unfortunates were obliged to depend upon their parents or friends for essential support, not only in infancy, but even when grown men or women. But now, we are glad to say, the ‘silent children’ are on a level with their hearing brethren. Schools for the deaf and dumb differ from those for the hearing in many respects. The pupils in them are taught by means of the sign-language, the single-hand alphabet, writing and lip-reading. The English language is considered the most beneficial acquisition for them, since, by means of it, they can easily communicate with hearing people, and can also continue their studies by themselves and acquire all the wisdom and learning stored up in books. I hope that, as science strikes out new methods and new resources, the difference between the deaf and the hearing will become less and less. Perhaps, at last, it will almost entirely disappear.

“*Ladies and Gentlemen*.:—You have honored the Institution by your visit to-day, and are heartily welcome here. Many of you, no doubt, have visited also our various shops where trades are taught. We hope the progress made during our long years of school life will prove interesting to you, and that when you leave here, you will not

forget what has pleased you, but will always retain a sympathy and liking for deaf-mutes.

"We, who are graduates to-day, first came to this place of learning when we were but little children, destitute of almost all knowledge. We knew nothing even of the Bible, which is the best of all books. You will soon see on the platform some other little children, with bright and happy looks, coming up from the depths of ignorance and about to go forward in the paths of enlightenment. As they are now, so were we in former days.

"This Institution was first founded by benevolent persons, for teaching the deaf and dumb the English language and other branches of knowledge, in order to lead them smoothly along the path of life. It only lets them go, when they understand the many things necessary to them. The Directors were so much delighted with the improvement made by the early pupils, that they ordered an Industrial Department to be added to the Educational Department. This new branch of education, in its beginning, was in but a poor condition; but after a while better and more skillful foremen were appointed over the shops, and then the technical education afforded became a most efficient means for enabling the deaf and dumb to make an honest living.

"I hope that the exhibition which you are now to witness, will prove so interesting to you that, whenever you see an uneducated deaf child, you will not let him remain in his utter ignorance, but rather send him to this or some similar institution, where his mental darkness will be absolutely abolished.

"To-morrow we shall scatter far and wide to our various homes. Those of us who are never to return, wish our *Alma Mater* a sad farewell. We shall always remember the kindness of the State, the Directors, the Principal and our teachers, and the pains which they have all taken for our improvement and happiness. Welcome.

"ROBERT HENRY GRANT."

NEW YORK, June 26, 1888.

Following the salutatory address was an essay, by Miss May Martin, on

EGYPTIAN AND ASSYRIAN ART.

"It seems hard to realize, that in the far-away land of the Pharaohs we may trace the beginning of all arts; but it is true, and we may say, also, that here can be found the end, for Egyptian Art is the most perfect, as it is the simplest, of all arts.

"I allude to the Ancient Egyptians, not those of to-day, for, as soon as their art reached its culmination, it began a rapid decline. The great

charm of this art lies in its being obtained direct from nature, the source of the purest inspiration.

“The art of all other nations shows indications of being derived, either directly or indirectly, from that of Egypt, while in Egypt itself, we can find no traces of infancy or any foreign influences. It has been said that ‘Nature is not so closely followed as by the Egyptians, nor so exquisitely conventionalized as by the Greeks.’ The types of Egyptian Art were few, and became, by priestly law, prescribed and sacred. They early observed and reproduced the principle in nature of radiation of leaves from the parent stem, and also of veins in the leaves; hence their groupings were ever graceful. Every one of their designs had its own meaning, something that cannot be said of even the wonderfully beautiful art of Greece, and yet, with the few types, such as the lotus and papyrus plants, feathers of rare birds, etc., what a countless variety of forms these wise old artists could produce, despite the restrictions imposed by their religion. It was not their province to originate fresh types or styles, but to invent a new arrangement of the same things. Their priests did not allow the artists full scope to their imaginations. Their work must be submitted to an inquiry whether there was in it enough symbolism to please their gods. It was full of meaning, and it was also true. Once they invented an arch. This was not thought appropriate to the grandeur of Osiris, their great Sun God, perhaps because the arch would seem to limit his power. The pyramidal shape was the correct thing—pointing upward and suggesting something still higher than itself. Again, they were not permitted to portray the finer feelings of humanity, because it was feared that they would hinder the practice of those that were godly. There is but one example of this kind, that we know of, upon the walls of the Temple of Medimet Abou, representing the king parting tenderly from his queen. Cruelty alone was allowed to appear in art. A priest in the act of thrusting a knife into the victim about to be sacrificed to the gods, formed a most acceptable subject. Thus the priests defined the limits of art. They were wise in the secrets of Nature. Many things were known to them, which later generations have but just discovered, hence their ‘Thus far, and no further shalt thou go,’ was obeyed implicitly. In truth, ‘knowledge is power.’ But strange to say, these restrictions did not seem to hinder the progress of art. On the contrary, the faculty for invention seems to have increased. Compare the sameness of the representation of the acanthus leaf on the capitals of Greek columns, with the diversity in arrangement of the lotus and papyrus on Egyptian columns. Some columns are a grove of papyri in their separate selves. And the pencil of the Greeks was not restrained by their religion.

"Before the Egyptians had learned to use stone in building, as lumber was scarce, they naturally turned to reeds as the strongest of available material. Numbers of reeds bound together formed the columns of their primitive temples, and when stone came into use, the outline of these bunches of reeds with their bands or ropes was reproduced in stone, until the later idea of a smooth, round pillar, was begotten. All mankind possess a desire for ornament and beauty, and it seems probable that the Egyptians were accustomed to decorate their earlier columns of reeds with bunches of lotus and papyrus flowers, and thence sprang the idea of carving and painting them on stone. They were not only ornamental, but constructive, the root of a plant forming the base of a column, the stem or stalk being the shaft, and the full bloom lotus or papyrus flower forming the capital. There were bouquets of smaller flowers around this, and the triangular stalks of papyrus plants were represented by three raised lines of different colors below the flower.

"The three classes of Egyptian ornament were : 1st, Constructive; 2d, Representative, or that which was symbolical; and, 3d, that which was mere decoration. Constructive ornament formed a part of the building itself, being a graceful covering for the skeleton within. The tints were always flat—no shades or shadows—the primary colors, red, blue and yellow, were used, with most effect, with black and white, to define and strengthen the contrasts of color. Green was used more or less. These pigments were obtained from various earths. The mode of representing a lotus flower, without having the proper tints to copy Nature, is charming in its originality, while obeying the precept that 'Nature should be idealized, not copied.' The outer leaves of the calyx were painted a dark green, or often blue ; the inner, protecting leaves, were a lighter green ; and the purple tones of the inner flower were represented by red leaves floating in a field of yellow.

"The lotus and papyri, signified food for body and mind ; a winged globe, often on the top of columns and feathers, signified sovereignty or power. The Scarabeus, or sacred beetle, appeared later in designs. Two species of this insect were held in reverence, and are often found embalmed with mummies. They were worn as ornaments by women, because, as emblems of the sun, they insured fertility. They were either black or green and gold. On account of the ray-like projections of their heads, they were regarded as emblems of the sun; because of the globular form of their eggs, they symbolized the world ; and they also represented warriors, because they were all supposed to be males. The 'up and down' motion of waves was also adopted in many designs, and from watching the various currents and eddies of the River Nile, Egyptian artists obtained many graceful ideas. Coils of rope untwisted or intertwined was another type, and their ceilings

were decorated with what is called 'diaper design.' Sometimes these were copies of the woven vari-colored material, that covered their tents or the ground on which they sat. But in all designs, one is sure to trace some form of the lotus and papyrus flowers, or one of their petals. Egyptian temples were adorned with most beautiful marbles, and some of the windows were covered with golden network, enclosing crystal stars. But frequently these temples had no other roof than that of the sky. Their architects were given prizes, and permitted to aspire to the hand of the king's daughter. One king, was a devoted admirer of art, who once had his own son tied to the apex of an obelisk to insure care in its erection.

"The images of the gods they worshipped, were awe-inspiring, and, I fancy, gave one the impression that they might not be gazed on with impunity. But there was something noble in their design. Egyptian sculpture began its decline from the time of the Pharaohs. A lotus in stone, surmounting a column, was never such a one as might be plucked by the river side. Sculpture, or surface modeling, was not so much preferred, as diagram work.

"The upper and lower borders of walls were decorated with hieroglyphics. The ceilings were first marked into squares, and one square assigned to each artist. They then received a coating of lime or plaster, upon which, when dry, the outline was drawn in red, or black, to be filled up at discretion. Over the entrance door of houses or temples, a sentence of good luck was enclosed in some symbolic design, of which it must have been a pleasure to trace the hidden meanings.

"Very little can be said of Assyrian art, as all that remains of it is so evidently an imitation of the art of Egypt on a lower scale. The types were very nearly the same, but the pine-apple was given an equally prominent place with the lotus in their designs. Their mode of representation is the same, with such little differences as come from the peculiar manners and habits of the people. In Assyrian figures, there is one noticeable fault. They attempt to portray the rotund muscles of the arms, which gives an ungainly appearance to the drawing, although, in nature, well developed muscles are to be admired. Rotundity of flesh is best shown only by shading, which art was not known among these nations. This is one of the sure symptoms of decline in any art. The Assyrians, like the Egyptians, preferred diagrams to surface modeling, and their designs were made up chiefly by the geometrical arrangement of lines.

"We may style Egypt the 'parent of arts,' for from it upsprang or succeeded all the known classes of art. The civilization of Egypt was one of the most ancient and wonderful in the world, flourishing many hundred years before the Christian era. We gaze in admiration at

their vast Pyramids, the colossal statue of the Sphinx, and those buildings that have outlived the younger and more beautiful architectures of Greece and Rome. We must look gratefully and tenderly upon that land in which art originated, for without the softening and refining influences which art exerts on the heart and intellect, we should not be much better than the savages that roam hither and thither in the forests. 'Art is the child of Nature,' and Nature is of God; then how near is the great soul of the artist lifted towards Him who formed the world and inspired us with a love for all that is good, beautiful, and true."

"MAY MARTIN."

June 26, 1888.

The exercises closed with the valedictory words, delivered orally, by Frank Marcellus Houck.

VALEDICTORY ADDRESS.

"To-day we must bid farewell to the familiar scenes which have become dear to us during our long residence here. The trifling difficulties which we have met in our daily school life, and considered serious troubles, are, as our elders have often told us, insignificant in comparison with the many trials with which we are probably destined to meet in the new life just before us. But we will step forward with confidence, that the training we have received at the hands of our *Alma Mater*, is an equipment with which, if united with courage and zeal, we can attain all the ends that we desire. Now that the inevitable hour is nigh, we would say :

"*To the Members of the Board of Directors:*—You have practised the noblest kind of philanthropy. What other men can claim to have relieved suffering humanity more than you, who, by your wisdom and excellent judgment, maintain an institution, the noble object of which is to enlighten those who, by reason of being deaf, would otherwise be mentally on a level with the brutes that perish? We have been taught the existence of God, our Creator, and how to serve Him, and also those rules which will enable us to become good citizens and bear our part in the drama of life.

"This year, we have suffered a sad loss by the death of one of the most estimable gentlemen of your members, the Reverend Sullivan H. Weston, D.D. He was a warm-hearted friend of ours, from the moment he became connected with the Institution, and favored us with frequent visits, by which he made himself familiar with every one of the pupils. Last year, he presided at the exercises of our Commencement. This year, he is enjoying, in Heaven, the reward of his many

good deeds. May you all meet him in that place, and rejoice with him, over what you were led to accomplish in our behalf. Farewell.

*"To the Principal and Teachers:—*You have removed the great dark cloud of ignorance which hovered over our minds, and you have brought us sunshine and happiness. This is something for which we cannot fully express our gratitude in words. We cannot pay for labors of this kind. You have been our guides, and have taught us how to steer clear of the shoals which are the temptations of life, so that we can profit by it, and enjoy it far better than we could have done in that condition in which we first came here. The many interesting talks you have favored us with, spiced with valuable precepts and advice, will not slip away from our memories. We shall endeavor to keep them sealed up there, for reference in future days, when the difficulties surround us to which those percepts and that good advice will apply. Farewell.

*"To the Superintendent and Officers of the Administrative Department:—*The kind attention we have received from you in regard to our health, our pleasure and comfort, is such as to inspire in us a warm feeling of gratitude towards you, also. Nor is kindness in those respects alone all we have to thank you for. The industrial training you have given us, in the various useful trades we have learned, is calculated to make us turn out self-supporting and respected citizens. We are rejoiced to hear that it is the purpose of the Board of Directors to still further improve the industrial branch of this school. We heartily wish for the entire success of a prospect so essential to the future welfare of the deaf. Farewell.

*"Graduating Classmates:—*May sweet memories of the past be with us through our lives. We have all the advantages of an education, and the mastery of a trade by which we can make life's burden easier. Let us all have an aim in life and act according to our class motto, 'I can, and I will,' whenever we wish to attain anything. As the poet Whittier has beautifully expressed it :

"Live for something, have a purpose,
And that purpose keep in view ;
Drifting like a helmless vessel,
Thou canst ne'er to life be true.
Half the wrecks that strew life's ocean,
If some star had been their guide,
Might have now been riding safely,
But they drifted with the tide.'

"FAREWELL."

The concluding act of the programme was the presentation of the certificates, diplomas, and prizes awarded by the following Resolutions of the Board of Directors, passed June 26th, 1888.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose ; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz :—

Henry Bettels,
William W. Boyd,
James Britt,
Benjamin C. Dennison,
Gustave Erdmann,
Peter Glosque,
William Gurnee,
Benjamin F. Hadden,
Louis Hermann,
Benjamin Isaacs,
Jacob Jacobs,
John H. Kelly,
Emmet King,
Theodore M. Lorcer,
John J. McEvoy,
William Moore, Jr,
Daniel O'Brien,
Andrew Paul,
Herman Probst,

Stanley Robinson,
Charles Seiderer,
Nicholas Smith,
Robert J. Thompson,
John H. Van Seggar,
Harry Zerovitch,
Robert Zundell,
Rachel Davis,
Mary Eaton,
Lizzie Fisher,
Mary Helst,
Eliza M. House,
Mena Jost,
Bertha Kuehn,
Mary C. Pfeffer,
Annie Phillipski,
Kate A. Snedden,
Ann L. Waidler,
Mary A. Zenner,

who have completed, or within the coming academical year will complete, the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction; therefore,

Resolved, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

Resolved, That the following named pupils, the terms of whose appointment have expired, or during the coming year will expire, be, and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction:

Henry B. Broad, for 5 months and 20 days ;
George Hamm, for 5 months ;
Catharine Aird, for 4 months ;
Mary Long, for 2 months and 20 days ;
Daniel H. Brown, for one month and 5 days ;
Charles Barger, for 1 month ;

to make up for time lost by reason of absence from the Institution.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction.

Henry Bettels,
William W. Boyd,
James Britt,
Benjamin C. Dennison,
Gustave Erdman,
Peter Glosque,
William Gurnee,
Benjamin F. Hadden,
Louis Hermann,
Benjamin Isaacs,
Jacob Jacobs,
John H. Kelly,
Emmet King,
Theodore M. Lorcer,
John J. McEvoy,
William Moore, Jr.,
Daniel O'Brien,
Andrew Paul,
Herman Probst,

Stanley Robinson,
Charles Seiderer,
Nicholas Smith,
Robert J. Thompson,
John H. Van Seggar,
Harry Zerovitch,
Robert Zundel,
Rachel Davis,
Mary Eaton,
Lizzie Fisher,
Mary Helst,
Eliza M. House,
Mena Jost,
Bertha Kuehn,
Mary C. Pfeffer,
Annie Phillipski,
Kate A. Snedden,
Ann L. Waidler,
Mary A. Zenner.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Daniel H. Brown,
Michael Egan,
Philip Johnson,
Henry J. Kennedy,
Lewis F. Lyons,
Peter Mitchell,
William J. Pitt,
John A. Quigg,
Joseph Toohey,
Ira W. Tyler,
Edmund R. Wormer,

Amelia Antusch,
Cora J. Beesmer,
Agnes Craig,
Eva Freeholder,
Ella M. Frantz,
Mary A. Kelly,
Lina Landt,
Mary A. Lewis,
May Martin,
Mary Nicholson,
Sarah A. Porter,

May F. Quevedo.

Resolved, That certificates, for a modified course of supplementary study, be awarded to

Richard T. Clinton,
William Cotter, Jr.,
Joseph Glosque,
Herman Hanneman,

Herbert H. Henriques,
John W. Lyons,
William McVea,
Annie Rinneberg.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz :—

Robert Henry Grant,

Frank Marcellus Houck.

Resolved, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :—

BOYS' WORKING STUDIO.

Prize for mathematical and perspective drawing ; water color and oil studies from nature ; life class studies ; original composition and illustration ; pen and ink sketching ; figure and landscape painting on china ; modeling from life and casting ; designs for wood-carving ; to Charles T. Thompson.

Prize for mathematical, perspective and architectural drawing ; historic ornament and design ; pen and ink sketching ; water colors from nature ; designs for wood-carving ; wood-carving ; to Frank Avens.

Prize for marked progress, to Herman Lamm.

1st prize for wood carving, to Samuel M. Cocks.

2d prize for wood carving, to John M. McEvoy.

3d prize for wood carving, to Willie Long.

1st prize for glass painting, to Henry M. Pace.

2d prize for glass painting, to George Freiss.

1st prize for geometric design and historic ornament, to Nicholas Smith.

2d prize for geometric design and historic ornament, to John Hogan.

Monitorial prize, to George Freiss.

GIRLS' WORKING STUDIO.

Prize for general excellence ; for best set of drawings to scale plans ; elevations and geometric figures ; for best set of life class and original composition sketches ; for best set of water color studies from nature ; series of wood cuttings ; figure, flower and landscape painting on china ; best paper on historic art, with colored illustrations ; to May Martin.

Prize for drawings to scale, plans, elevations, and geometric figures ; figure, flower and landscape painting on china ; gilding and rimming ; to Ella F. Taylor.

Prize for drawing to scale, plans, elevations and geometric figures ; landscape and flower painting on china ; and composition ; to Mabelle S. Fish.

Prize for excellent set of papers on planes, plans, and geometric designs ; to Margaret A. Boyd.

Monitorial prize, to Daisy Hollister.

Art Needlework.

1st prize for general excellence and industry in embroidering, and cutting and fitting to measure, to Martha Hamilton.

2d prize, to Catharine Logue.

Prize for appliqué work, to Lina Landt.

Prize for perseverance, to Agnes Craig.

Monitorial prize, to Martha Hasty.

Resolved, That a special prize for serving in the Matron's Department, be awarded to Amelia Antusch.

Resolved, That a prize for proficiency in the art of cooking, be awarded to Mary A. Lewis.

Resolved, That prizes for rapidity and accuracy of type-setting, be awarded as follows :

1st prize, to Frederick Willis Baars.

2d prize, to Peter Mitchell, Jr.

3d prize, to Richard Reuben Tweed.

Resolved, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies embraced in the intermediate course, be awarded to Catharine Logue.

Resolved, That the Demilt Prize, for character and scholarship, be awarded to Stanley Robinson.

Resolved, That the Cary Testimonial be awarded to May Martin, for superiority in scholarship and character.

Resolved, That the Dennistoun Prize, for superiority in English Composition, be awarded to Robert Henry Grant.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to John W. Lyons.

Resolved, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to Frank Marcellus Houck.

All of which is respectfully submitted,

JOHN L. TONNELE,
THOMAS GALLAUDET,
EVERETT HERRICK,

Committee on the Annual Examination.

TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1888.

RECEIPTS.		EXPENDITURES.	
From the State of New York for board and tuition of State pupils.....	\$64,661 85	For Groceries and Provisions.....	\$94,734 01
From Counties, for board, tuition and clothing of County pupils.....	30,533 05	For Salaries and Wages.....	14,800 81
From paying pupils, for board and tuition.....	590 50	For Schools.....	\$33,115 71
From board of teachers.....	2,107 00	For Art Department.....	2,518 38
From sale of hay, live stock and farming implements.....	1,304 49	For Shoe Shop.....	2,741 34
From Printing Office.....	1,167 68	For Tailor Shop.....	1,998 86
From water rent from Village of Tarrytown.....	330 00	For Clothing.....	4,033 08
From Discount on audited bills.....	833 66	For Carpenter Shop.....	1,886 21
From sales of clothing and dry goods.....	130 71	For Building and Repairs.....	4,863 89
From sales account Art Department.....	115 43	For Printing Office.....	.....
From donations.....	105 00	For Farm and Garden.....	.....
From sales refuse, barrels, etc.....	68 68	For Cabinet Shop.....	1,813 86
From sales account Cabinet Shop.....	50 95	For Furniture.....	3,303 14
From sales account Tailor Shop.....	26 75	For Fuel and Lights.....	8,430 50
From sales account Shoe Shop.....	23 70	For Stable.....	833 33
From sales of Furniture.....	7 13	For Washing.....	2,903 78
From Real Estate & Building Fund, for deficit.....	4,649 33	For Hospital.....	1,046 66
		For Contingent.....	2,363 84
	\$105,541 86		\$105,541 86

MEMORANDA.

The following statements are of funds reserved for special uses, and not applicable to current expenses, etc., being derived from legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and Kiprahm Holbrook and other legacies is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of library. The Prison, Harriet Munroe and Cary Funds are reserved for uses prescribed by the terms of the several bequests.

Total.

SUMMARY AND SUMMARY FUND.

1887.

1887.					
Oct. 1.	To balance from Real Estate Fund.....	\$28,800 76	By five Executive Committee drafts for repairs, etc.....	8,108 14	
	" balance from Building Fund.....	40,605 78	" commission sale Tarrytown property.....	1,009 00	
	" sale of Tarrytown property.....	126,000 00	" taxes on Tarrytown property.....	808 84	
	" final payment on account of legacy of Samuel Willets.....	1,000 00	" assessments on N. Y. City property.....	10,906 06	
	" cash payments on auction sale of lots, held April 26, 1888,....	81,919.50	" Jan. A. Deering, for securing reduction of name.....	9,879 88	
	" bonds and mortgages for balance due.....	37,087.50	" expenses of auction sale of lots, April 26, 1888.....	878 75	
	" bond and mortgage of Christopher Prince.....	55,000 00	" Fred'k. H. Comstock, for legal services in connection with the property then sold.....	668 00	
	" bonds and mortgages of Albert E. Smith	75,000 00	" Christopher Prince, for bond and mortgage on Nos. 26 and 28 Lispenard Street.....	55,000 00	
	" interest on bonds and mortgages.....	9,331 81	" Albert E. Smith, for four bonds and mortgages on Ninth Avenue and 103d St.....	75,000 00	
	" interest on balance in Trust Co's.....	1,531 60	" bond and mortgage on Lot 28, paid off.....	2,000 00	
	" principal of bond and mortgage on Lot 28.....	2,000 00	" General acct, for deficit for the year.....	4,648 23	
			Sept. 30, 1888. By balance to new account.....	229,684 85	
		\$399,019 95		\$399,019 95	
1888.					
October 1.	To balance from old account.....	229,684 85			
	MEM.—General Account owes for amounts advanced to meet deficits.....	\$99,178 70			

LIBRARY FUND.		DR.	CR.
1887.			
October 1.	To balance from old account.....	\$4,115 84	\$ 71 32
	" " interest on balance to July 1, 1888.	187 53	4,182 05
		4,253 37	4,253 37
1888.			
October 1.	To balance from old account.....	4,182 05	

FRIZZELL FUND.		DR.	CR.
1887.			
October 1.	To balance from old account.....	2,860 40	2,964 07
	" " interest to July 1, 1888.....	103 67	
		2,964 07	2,964 07
1888.			
October 1.	To balance from old account.....	2,964 07	

HARRIET STONER FUND.		DR.	CR.
1887.			
October 1.	To balance from old account.....	169 46	175 42
	" " interest to July 1, 1888.....	5 96	
		175 42	175 42
1888.			
October 1.	To balance from old account.....	175 42	

Report of the Superintendent.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN :—In accordance with the custom of the past, it becomes my duty to review the labors and incidents of the fiscal year now closed, so far as they relate to the department under my supervision. They have now become matters of record, while another year has been added to the history of the Institution. In their general character, those events have not been unlike those experienced in the past, in which sunshine and shadow have alternated, yet the year, as a whole, has brought us abundant cause for congratulation.

The number of pupils in attendance, since the last report, has slightly diminished, though not to so great an extent as at one time was anticipated. The deflection to the new schools throughout the State has probably spent its force. By the establishment of these schools, however, our territory has been so far abridged, that we are likely to receive few if any pupils from the more northerly or westerly portions of the State, excepting in cases where our superior advantages act as an inducement to parents as against the mere question of convenience of locality. This consideration has, during the past year, resulted in the transfer of several pupils from other Institutions to this, thus indicating an appreciation of the thorough work here accomplished.

Our numbers, as usual, have been somewhat depleted by the disposition on the part of pupils to leave school before the expiration of their time, to engage in whatever employment they could find, and too frequently with the consent of their parents, ignoring the fact that their education is but begun, their knowledge of industrial training but faintly outlined, with no prospect before them for the future beyond the veriest drudgery, and yet they seem blinded by a pittance in hand, deaf to all entreaty when urged to avail themselves of the advantages so generously provided. This class, however, is not so numerous as in some previous years, and there is ground for encouragement that this evil may be somewhat abated, if not entirely overcome, by persistent effort in the education of parents and guardians as to their plain duty in the premises.

It is gratifying to note the fact that, during the past year, a disposi-

tion to obey the rules has prevailed to a large extent among the pupils, and when we consider the variety of temptations to which many of them were subjected before coming under our care, the outlook is favorable to the ultimate formation of good character.

The following summary indicates the number of pupils connected with the Institution :

	Males.	Females.	Total.
Number present October 1, 1887.....	212	112	324
Former pupils re-admitted.....	17	6	23
New pupils admitted.....	20	10	30
Whole number.....	249	128	377
Number who have left during the year.....	27	10	37
Number connected with the Institution September 30, 1888.....	222	118	340

By the foregoing table, it will be seen that 377 pupils have been present within the year. Of this number 249 were males and 128 females, who were supported as follows :

By the State of New York,	280
By the Counties of the State,	80
By the Counties and State,	11
By the parents and guardians,	3
By the Institution,	3
Total,	377

A complete catalogue of the pupils has been prepared and is herewith presented.

FINANCIAL.

The total expenditures for the year, as shown by the Treasurer's account, exclusive of special appro-

priation for extraordinary repairs were..... \$105,541 86

The total receipts for the same period were..... 100,893 63

Leaving a deficit of..... \$4,648 23

At the commencement of the last fiscal year, your Board, desiring to know the full amount of salaries paid for instruction, directed that the value of the board of those instructors residing in the Institution be included in the amount of salaries audited to their account. Following your instructions, the total amount thus added and subsequently returned to the Treasurer, was \$2,100, so that while the apparent aggregate of our expenditures exceeded those of the previous year by over \$1,400, they have actually been nearly \$700 less.

Our receipts from the State have fallen off nearly \$6,000, while those from the counties show a slight increase.

All monies due the Institution from counties or individuals, have been collected and paid into the treasury. The quarterly bills for board and tuition of State pupils have been, as usual, rendered and collected by the Treasurer direct.

In addition to the annual statement of expenditures and receipts, as set forth by the Treasurer's report, quarterly statements in detail, with vouchers attached, were transmitted to the State Comptroller at Albany, in accordance with the requirements of law.

REPAIRS AND IMPROVEMENTS.

General repairs in the interior of the buildings, to plastering, wood work, paint and kalsomine, were begun immediately on the closing of the term in June, and prosecuted without intermission during the months of July and August.

Included in this work was that of renewing of Chapel ceiling, the height of which involved much time and expense in scaffolding.

The brick work inclosing our steam boilers was put in order, the steam-piping overhauled and repaired. The two engines on which we depend for power in running the laundry machinery, and the blower connected with the ventilating apparatus received necessary repairs. The usual number of mattresses and straw beds were re-made, and the interior of the buildings was thoroughly renovated.

In view of the resolution passed by your Board, appropriating from the Real Estate and Building Fund, a sum of money for extraordinary repairs, the following work was done by direction and under the supervision of the Executive Committee, viz.—New floors of 1½ inch kiln-dried hard-maple, were laid on first story as follows:—Boys' sitting room, girls' sitting room, pupils' dining room, hall leading from dining room to girls' sitting room, school hall and one class room, requiring altogether about twenty-four thousand feet of lumber.

For painting the wood and metal work on the exterior of all the buildings on the premises (8 in number), exclusive of mineral paints for roofs, gutters and leaders, with two coats of white lead and oil paint, there were three bids received. Mr. George J. Watson, being the lowest bidder, was awarded the contract. It is but simple justice to add that, though Mr. Watson's bid was much lower than his competitors, his work was done in a satisfactory manner.

The extra work on the roofs, gutters and leaders, has received general attention, and though not fully completed, are rapidly approaching a finished condition.

The damage to the main air shaft by the blizzard is also being repaired, the necessary scaffolding, the most difficult and dangerous part of the work, being about completed.

The draft of the boiler house chimney, having always been defective owing to its top being lower than some of the buildings surrounding it, was extended in height some fifteen feet, the effect of which is found to obviate entirely the difficulty heretofore experienced, in consequence of which a saving of fuel will unquestionably follow.

The brick work of the tower walls and chimneys has been pointed with Portland cement, and where necessary a cement wash has been applied to prevent the action of the weather on the more exposed positions of mason work.

The total expenditure to September 30th, 1888, for extraordinary repairs, under the resolution of the Board, has been \$4,418.14.

As soon as the grading of the Ridge Road is completed, a line fence should be erected along that avenue, and if possible the same extended, inclosing the entire premises between the Ridge Road and the River Drive. The cost of a fence will depend largely upon its character. In view of the fact that the rock in many places is near the surface, it would be difficult if not impossible to set posts for a high picket fence sufficiently deep to hold the structure in place, and a wall of solid masonry would entail a heavy expenditure.

In cutting the property in two, by the construction of the Ridge Road, the city authorities have placed the Institution in an awkward position. The natural easterly boundary of our enclosure should have been the Eleventh Avenue Boulevard, in which case the outlying buildings, garden, etc., would have been within the enclosure; but with this avenue intervening, such an arrangement is impossible, hence our garden, the hospital and primary department buildings, are isolated and inconvenient of access.

There is much grading and terracing to be done on that portion of the grounds bordering on the new avenue, and at two or more points a retaining wall will be necessary.

The Croton water main, which was laid bare and undermined by street excavations, and which was so long exposed, I am happy to say, has at last been permanently laid under the bed of the Ridge Road, and it is hoped that in the near future the engineers and contractors on these city improvements will withdraw from this immediate field of labor.

Industrial.

Facilities for industrial training in an Institution for the Instruction of the Deaf and Dumb, has come to be considered not only a desirable acquisition, but an absolute necessity. So keenly was this great want felt by your Board of Management, that as early as 1869, a substantial brick building for industrial purposes, 100x30 feet, three stories in height, was erected at a cost of over twenty thousand dollars, which

amount was raised by individual members of the Board for the time being, that their pupils in the coming year might have those advantages so essential to fitting them for self-support and future usefulness in life.

Under the present arrangement, every graduating pupil should have a fair knowledge of some handicraft by which they may gain a livelihood, and there is no reason why they may not, if they duly apply themselves to the advantages here furnished and the instruction given.

On leaving school, the first great fact to confront them will be, that they must either support themselves or become a burden to others. This truism, so apparent to hearing and speaking children, is none the less true when applied to the deaf and dumb, and there is no reason why it should not be inculcated in their minds as an incentive to closer application during their school days.

Our shops are light and pleasant, and when our pupils file into them in the morning or at midday, they impress an onlooker with the fact that they are marching to an agreeable pastime rather than to an irksome task. They enter upon their work with a zeal and a degree of interest which argues well for their future success.

A great majority are making good progress in their chosen calling. Many are doing remarkably well, and it is safe to predict that a large percentage of the whole number are in a fair way to self-support on graduating.

The branches of industry taught are those which will give the readiest and most permanent employment, viz :—

Printing, Shoemaking, Cabinet-making, Carpentering, Tailoring and Gardening. The first named demands perhaps a higher degree of mental culture, but to those who are competent by reason of their acquisition of the knowledge of language to grasp it as a means of livelihood, it offers greater encouragement than any other of the industries taught. We have a well equipped office, in which all the work on a large weekly newspaper is done. All the printing required by the Institution is done here, and job work for outside parties to the extent of several hundred dollars is turned out annually. The office is presided over by an intelligent practical printer, who spares no pains to make it a model one of its kind. Apprentices graduating from this department, invariably secure first-class positions as compositors in this and other cities of the State.

Heretofore, male pupils only have been instructed in this branch of industry, yet I can see no reason why such of our female pupils, as are inclined to this class of employment, would not succeed equally with the male pupils as compositors, should the opportunity be afforded them.

The foremen of our shops are all men of skill in their respective

trades, and are selected with special reference to their ability to impart that knowledge to their pupils.

From our shoe shop, all the shoes needed by the male and female pupils are furnished.

In the tailor shop, a large proportion of the boys' clothing is made.

The force in the carpenter shop is engaged mainly in repairs and improvements about the buildings and grounds, while the cabinet shop supplies the furniture requisite for the household. A turning lathe and scroll saw would be a desirable acquisition to the latter shop, not only for their utility, but as a means of instructing our boys in their use, which would serve them well on graduating, in obtaining employment in manufactories where those machines are largely used.

During the past year, the average daily attendance in the several industries has been as follows :

INDUSTRIES.	Boys.	Girls.	Total.
Printing.....	28		28
Cabinet making.....	25		25
Carpentering.....	29		29
Shoemaking.....	36		36
Gardening.....	14		14
Tailoring.....	18	10	28
Dressmaking.....		30	30
Shirtmaking.....		11	11
General Sewing.....		48	48
Total.....	150	99	249

By the foregoing, it will be seen that the majority of our pupils, male and female, are under instruction in the several industries, acquiring that practical knowledge necessary to fit them for the various demands, which will be made upon them in the years to come. The residue or younger portion of our pupils, alternate between school and recreation, though a few of the older of these boys assist occasionally in the work of cleaning the grounds.

The record of the year of industrial work in the different departments of practical education is shown by the following tables :—

PRINTING OFFICE.

(Estimated value of work done and cash receipts.)

For the Institution.....	\$151 30
Printing Annual Report.....	350 00
Custom work (cash).....	1,167 00
	<u>\$1,668 30</u>

CARPENTER AND CABINET SHOPS.

Estimated value of new work and repairs done for the Institution (cost of material not included).....	\$3,042 90
Custom work (cash).....	50 95
	<hr/>
	\$3,093 85

SHOE SHOP.

Number of pairs of shoes made.....	600
Cost of 633 pairs of shoes distributed ..	\$1,756 50
Cost of repairing 943 pairs shoes.....	789 29
Custom work (cash).....	22 70
	<hr/>
	\$2,568 49

TAILOR SHOP.

Number of coats made.....	160
Number of jackets made.....	51
Number of pairs of pants made.....	278
Number of vests made.....	210
Number of boys' aprons made.....	115
Cost of 118 coats distributed.....	531 92
Cost of 85 jackets distributed.....	302 67
Cost of 279 pairs of pants distributed.....	858 30
Cost of 137 vests distributed.....	239 15
Custom work (cash).....	26 75
	<hr/>
	\$1,958 79

GARDEN.

Estimated value of vegetables produced and used in the Institution....	\$3,680 00
--	------------

SEAMSTRESS ROOM.

(Articles made, in addition to a large amount of mending which cannot be tabulated.)

Aprons.....	165	Night shirts.....	84
Chemises.....	98	Pillows cases.....	121
Drawers ..	217	Sheets.....	287
Dresses.....	240	Shirts ..	98
Napkins.....	81	Skirts.....	72
Night dresses... ..	105	Table cloths.....	64
Towels.....	2458	Waists.....	65

ACKNOWLEDGMENTS.

We are indebted, as in previous years, to the officers of the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils, with teachers and officers accompanying them.

To the Third Avenue Railroad Company, for half fare for the pupils attending the American Institute Fair.

To Mr. Geo. A Dockstader, for a donation of one hundred dollars.

To Mr. Robert Rogers, for a donation of five dollars.

To Mr. John T. Terry, for the gift of two elegant mirrors.

To Mrs. Elizabeth Libbey, for nine, large, framed engravings.

Respectfully submitted,

CHAUNCEY N. BRAINERD, *Superintendent.*

REPORT OF THE OPHTHALMOLOGIST AND OTOLOGIST.

NO. 38 EAST 26TH STREET, NEW YORK, Oct. 1, 1888.

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN :—During the fiscal year just terminated it has been my pleasure as heretofore, to enquire frequently into the condition of the eyes and ears of the pupils under your care, and I am gratified to be able to report that the examinations of these important organs have shown a marked freedom from disease, which is alike creditable to the Institution and its executives.

It is with pride and pleasure that I note the recent improvements made in the lavatories, inaugurating, as they do, a new era in this department, which can but be of the utmost benefit to all our pupils.

For several months past, each and every pupil has been furnished with a clean towel for his or her individual use upon each visit to the wash room, which not only promotes cleanliness on their part, but at the same time reduces the possibilities of contagion to the minimum. This improvement has of necessity augmented the laundry work to a considerable degree, in the neighborhood of one thousand hand-towels being in daily use; but it cannot be questioned that the benefits derived by the pupils fully justify the means employed for their safety.

An examination of all the pupils upon their return to the Institution following the summer vacation, demonstrates conclusively that many fail to receive the attention while away that is their lot during their sojourn with us, and that their hygienic surroundings during their absence are not always the best. All that are suffering with or ascertained to have had any disease of a contagious or communicable nature, are immediately isolated, as much as is practicable, until such time as proper remedial measures have effected a cure.

As in previous years, I feel it to be but just to mention the untiring and ceaseless devotion of the nurse, Miss Fraser, to whom many of the pupils owe a debt of gratitude of which perhaps they are little aware.

Appended is a schedule of diseases found and treated.

Very respectfully,

F. C. RILEY, M.D.

OPHTHALMOLOGICAL.

Diseases, etc.	Cases.	Remarks.	Cases.
Blepharitis.....	4	Cured 2, under treatment 2	4
Conjunctivitis....	7	Cured 5, under treatment 2	7
Dacryocystitis.....	1	Cured by operation.....	1
Ecchymosis of Lids.	1	Cured.....	1
Hypermetropia....	1	Relieved by glasses.....	1
Iritis.....	1	Cured.....	1
Keratitis.....	1	Cured.....	1
Post Synechial.....	1		
Strabismus.....	3	{ Cured by operation.....	1
		{ Pending operation.	2
Trachoma.	1	Cured.....	1

OTOLOGICAL.

Diseases, etc.	Cases.	Remarks.	Cases.
Impacted Cerumen, in external auditory canal....	4	Removed	4
Mastoid Abscess.....	1	Under treatment.....	1
Otitis, Media, Purulentia.	3	Cured	3

REPORT OF THE ATTENDING PHYSICIAN.

FOR THE YEAR ENDING SEPTEMBER 30, 1888.

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—The following list contains the names of the diseases, and the number of cases each of which have been treated during the past year :

Diseases.	Cases.	Diseases.	Cases.
Abscess.....	1	Iritis.....	1
Bronchitis.....	9	Otitis, suppurative.....	2
Contusions.....	8	Pneumonia.....	1
Croup (membranous).....	2	Rheumatism.....	6
Dermatitis Venenata.....	5	Ringworm.....	4
Diphtheria.....	7	Scabies.....	2
Eczema.....	5	Scarlatina.....	6
Erythema.....	1	Stenosis of Larynx.....	1
Erysipelas.....	2	Tonsillitis.....	56
Fever, typhoid.....	1	Wounds.....	5
Fever, remittent.....	33		
			153

The majority of the cases were furnished by those two very common affections, tonsillitis and continued fevers, the latter usually of are mit-tent type, running from two to ten days, and always ending in re-cove-ry. The patients were, as a rule, large boys, who are very careless about exposing themselves to inclement weather.

In December, scarlatina made its appearance. The disease was prob-ably brought from home by the first patient attacked, and in spite of prompt isolation, it spread to four other pupils and one teacher. All recovered, except the first case, in whom the disease became complicat-ed with diphtheria and membranous croup.

Two other deaths occurred at nearly the same period, one from membranous croup, the other from convulsions and exhaustion, the result of degenerative changes in internal organs (set up by hereditary constitutional disease), and a long-continued obstruction of the wind-pipe.

Two cases of scabies were treated, and four cases of ringworm of the scalp. They all seem to have recovered completely.

I have the honor to remain,

Yours respectfully,

W. T. ALEXANDER, M.D.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING SEPTEMBER 30, 1888.

MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Alonzo, Roman, Jr.....	Brooklyn.....	Kings.
Anderson, Robert H.....	Brooklyn.....	Kings.
Anhalt, George, Jr.....	New York....	New York.
Avens, Frank.....	Brooklyn.....	Kings.
Avens, James.....	Brooklyn.....	Kings.
Baars, Frederick W....	Brooklyn.....	Kings.
Bachman, Frederick.....	New York.....	New York.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barger, Charles.....	Putnam Valley ..	Putnam.
Baxter, Archibald McL.....	New York.....	New York.
Beck, Herman F.....	Brooklyn.....	Kings.
Bestint, Morris....	New York.....	New York.
Bettels, Henry.....	New York.....	New York.
Black, Hiram.....	Cooperstown.....	Otsego.
Black, John M.....	Brooklyn.....	Kings.
Blake, Charles F.....	Brooklyn.....	Kings.
Blauth, William M.....	New York.....	New York.
Bohmler, George.....	Maspeth	Queens.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bowers, Wilber L	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.
Brauer, Albert.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn.....	Kings.
Brockman, Isaac.....	New York.....	New York.
Brookman, William.....	New York.....	New York.
Brown, Daniel H.....	New York.....	New York.
Burke, Joseph.....	New York.....	New York.

Name.	Town.	County.
Burkhardt, Julius.....	Brooklyn.....	Kings.
Burland, Nicholas.....	Hurley.....	Ulster.
Burt, David.....	New York.....	New York.
Butterly, Peter, Jr.....	New York.....	New York.
Cambell, John.....	Troy.....	Rensselaer.
Carlman, Thure E.....	Albany.....	Albany.
Carr, George W.....	Urbana.....	Steuben.
Clinton, Richard T.....	New York.....	New York.
Cocks, Samuel M.....	No. Hempstead.....	Queens.
Cohen, Henry.....	New York.....	New York.
Colwell, William.....	Albany.....	Albany.
Coombs, William.....	New York.....	New York.
Costuma, David.....	New York.....	New York.
Cotter, William.....	New York.....	New York.
Coulter Arthur W.....	New York.....	New York.
Davis, Henry A.....	New York.....	New York.
DeLaney, John, Jr.....	Ancram.....	Columbia.
Dennison, Benjamin C.....	New York.....	New York.
Dittmar, John W.....	New York.....	New York.
Doody, Thomas.....	Albany.....	Albany.
Dugan, Daniel.....	Brooklyn.....	Kings.
Egan, Michael.....	New York.....	New York.
Elflein, John A.....	Roxbury.....	Delaware.
Ellis, Eli, Jr.....	Wawarsing.....	Ulster.
Erdmann, Gustave.....	New York.....	New York.
Falte, August.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Ferguson, George.....	Brooklyn.....	Kings.
Ferris, George.....	Ashland.....	Greene.
Fogerty, Peter J.....	New York.....	New York.
Friday, Benjamin.....	Albany.....	Albany.
Friess, George.....	New York.....	New York.
Gallagher, Bernard.....	New York.....	New York.
Gately, Patrick J.....	New York.....	New York.
Gaunt, Charles.....	New York.....	New York.
Geary, John H.....	Syracuse.....	Onondaga.
Gilmore, William.....	New York.....	New York.
Glosque, Joseph, Jr.....	Yonkers.....	Westchester.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Goor, John.....	New York.....	New York.
Goreth, Joseph.....	Wallkill.....	Orange.

Name.	Town.	County.
Grant, Robert H.....	New York.....	New York.
Greenlaw, William J.....	New York.....	New York.
Gurnee, William..	Wallkill.....	Orange.
Hackett, William H.....	New York.....	New York.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Hamm, George.....	Brooklyn.....	Kings.
Hamm, Henry....	New York.....	New York.
Hanneman, Herman	New York.....	New York.
Hannon, Stephen.....	Kingston.....	Ulster,
Hanson, William.....	New York.....	New York.
Harth, Robert.....	New York.....	New York.
Hartnett, Dennis.....	New York.....	New York.
Hawley, William E.....	Hamden.....	Delaware.
Hayes, Jeremiah	Brooklyn.....	Kings.
Heertt, Herman.....	New York.....	New York.
Hefferman, William.....	Brooklyn.....	Kings.
Hennessey, James.....	New York.....	New York.
Henriques, Herbert H.....	Brooklyn.....	Kings.
Henry, Robert J....	York.....	Livingston.
Herrmann, Louis.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Houck, Frank M.....	Arkwright.....	Chautauqua.
Hunter, Samuel H.....	Troy	Rensselaer.
Ingebrand, John, Jr.....	New York.....	New York.
Isaacs, Benjamin.....	New York.....	New York.
Izquierdo, Arthur.....	New York.....	New York.
Jackson, Rennie H.....	Saratoga Springs....	Saratoga.
Jacobs, Jacob.....	Brooklyn.....	Kings.
Johnson, Philip.....	North Greenbush....	Rensselaer.
Johnston, Robert D.....	New York.....	New York.
Kaiser, Charles.....	New York.....	New York.
Keegan, Teddy.....	Brooklyn.....	Kings.
Keiser, John.....	New York.....	New York.
Keiserwetter, Charles.....	New York.....	New York.
Kelly, John H.....	Astoria	Queens.
Kennedy, Henry J.....	New York.....	New York.
Kerr, Robert S.....	New York.....	New York.
King, Emmet.....	Richmondville.....	Schoharie.
Kistler, Charles J.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Knox, Frederick.....	Brooklyn... ..	Kings.
Koenig, Carl.....	New York.....	New York.

Name.	Town.	County.
Koffer, John.....	New York.....	New York.
Krams, Henry.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Kriecheldorff, William	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Landre, Herman.....	New York.....	New York.
Lawton, Ralph.....	Great Valley.....	Cattaraugus.
Lehmer, Charles.....	New York.....	New York.
Levy, Joshua.....	Brooklyn.....	Kings.
Long, Richard.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.
Loos, George W.....	Claverack.....	Columbia.
Lorcer, Theodore.....	New York.....	New York.
Losey, John E.....	Deer Park.....	Orange.
Lynch, Daniel F., Jr	New York.....	New York.
Lynch, William.....	New York.....	New York.
Lyons, John W.....	Brooklyn.....	Kings.
Lyons, Lewis F.....	New York.....	New York.
Maddock, Thomas.....	New Rochelle.....	Westchester.
Manchester, George.....	Middleburg	Schoharie.
Marks, Morris.....	New York.....	New York.
Marshall, Leslie G., Jr.....	Rye.....	Westchester.
Marshall, Winfield E.....	Rye.....	Westchester.
Mayer, Emil.....	New York.....	New York.
Maynard, Robert E.....	New York.....	New York.
McConnell, Gibson.....	Poughkeepsie.....	Dutchess.
McDonald, George B.....	Brooklyn.....	Kings.
McEvoy, John J.....	Fishkill.....	Dutchess.
McMickle, Frank H.....	Wallkill.....	Orange.
McVea, Robert.....	New York.....	New York.
McVea, William.....	New York.....	New York.
Meade, Peter.....	Albany.....	Albany.
Meier, Anton.....	Brooklyn.....	Kings.
Mendez, Josias D.....	New York.....	New York.
Meyers, James.....	Brooklyn.....	Kings.
Michael, Alexander.....	New York.....	New York.
Millard, Bertie B.....	Beekman.....	Dutchess.
Miller, Max.....	New York.....	New York.
Minotti, Carlo.....	New York.....	New York.
Mitchell, Peter, Jr.....	New York.....	New York.
Moeslein, Eugene.....	New York.....	New York.

Name.	Town.	County
Moore, John..	New York.....	New York.
Moore, William, Jr.....	New York.....	New York.
Morrison, Matthew H., Jr.....	New York.....	New York.
Muench, Henry.....	Brooklyn.....	Kings.
Neal, William S.....	Bloomsburg.....	Pennsylvania.
Nuszek, Joseph.....	New York.....	New York.
O'Brien, John.....	New York.....	New York.
Ogle, James.....	Newburgh.....	Orange.
Ogle, William.....	Newburgh.....	Orange.
O'Neill, Peter.....	Brooklyn.....	Kings.
O'Sullivan, Richard M.....	New York.....	New York.
Pace, Henry F. M.....	New York..	New York.
Parrish, John F.....	Jackson.....	Washington.
Paul, Andrew.....	Brooklyn.....	Kings.
Pechette, Charles.....	Cohoes.....	Albany.
Peterson, Herman A.....	Brooklyn.....	Kings.
Pickrhl, Charles R.....	Brooklyn.....	Kings.
Pitt, William J.....	Haverstraw.....	Rockland.
Plunkett, James....	New York.....	New York.
Postlethwaite, William D.....	New York.....	New York.
Powers, James.....	Flushing.....	Queens.
Prinsinzing, Henry.....	New York.....	New York.
Probst, Herman.....	New York.....	New York.
Quigg, John.....	Kingston.....	Ulster.
Rappholdt, Edward.....	New York.....	New York.
Redington, Peter F.....	New York.....	New York.
Redmond, Harry.....	Yonkers.....	Westchester.
Reid, William.....	New York.....	New York.
Reiff, Anthony C.....	Brooklyn.....	Kings.
Reimann, William.....	Liberty.....	Sullivan.
Resue, Wesley.....	Olive.....	Ulster.
Riley, James.....	Brooklyn.....	Kings.
Roberts, John J.....	New York.....	New York.
Robinson, Stanley.....	New York.....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rumpf, Charles.....	New York... ..	New York.
Ryckman, William A.....	New York.....	New York.
Sanford, Charles J.....	Rhinebeck.....	Dutchess.
Sartor, Albert.....	New Lots.....	Kings.
Satow, Frederick.....	New York.....	New York.
Scharlin, Jacob.....	New York.....	New York.
Schleich, Martin, Jr.....	Brooklyn.....	Kings.

Name.	Town.	County.
Schmidt, George.....	New York.....	New York.
Schneider, Edward.....	New York.....	New York.
Schreiner, Conrad.....	Sand Lake.....	Rensselaer.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.
Short, William E.....	Kingston.....	Ulster.
Shufelt, Floyd.....	Cincinnati.....	Cortland.
Silliman, Frank D.....	Fulton.....	Schoharie.
Slaven, Henry.....	Unadilla.....	Otsego.
Smith, Burdette.....	Albany.....	Albany.
Smith, Nicholas.....	New York.....	New York.
Smith, Orlando D.....	Grahamville.....	Sullivan.
Somel, Louis.....	New York.....	New York.
Spells, William H.....	Deer Park.....	Orange.
Spilker, Frederick.....	Long Island City.....	Kings.
Stacy, Albert.....	Palmyra.....	Wayne.
Stauch, John.....	New York.....	New York.
Strope, Lawrence D.....	Stockport.....	Columbia.
Stryker, Frank A.....	Brooklyn.....	Kings.
Suk, Anton.....	New York.....	New York.
Taplin, John E.....	Brooklyn.....	Kings.
Taylor, Walter B.....	New York.....	New York.
Thies, Henry G.....	New York.....	New York.
Thompson, Charles T.....	Brooklyn.....	Kings.
Thompson, James.....	New York.....	New York.
Thompson, Robert J.....	Yonkers.....	Westchester.
Timberger, Ignatz.....	New York.....	New York.
Toohy, Joseph.....	New York.....	New York.
Torsney, John.....	Ninneville.....	Essex.
Totten, Oscar J.....	New York.....	New York.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Tyler, Ira W.....	New York.....	New York.
Van Seggar, John H.....	New Lots.....	Kings.
Vernon, Christian E.....	New York.....	New York.
Vincent, Alexander B.....	New York.....	New York.
Wagele, Antoine.....	New York.....	New York.
Wahlstrom, Oscar W.....	Brooklyn.....	Kings.
Wankowski, Frank.....	Ossining.....	Westchester.
Watkins, William, Jr.....	Albany.....	Albany.
Watson, William W.....	Yonkers.....	Westchester.

Name.	Town.	County.
Whalen Edward.....	New York...	New York.
Wilson, James B.....	Brooklyn.....	Kings.
Winbon, John J.....	Schodack.....	Rensselaer.
Winne, Solomon H.....	Kingston.....	Ulster.
Wood, Frank J.....	New York.....	New York.
Wooley, Charles E.....	New York.....	New York.
Wormer, Edmund R.....	Albany.....	Albany.
Zerovitch, Harry.....	New York.....	New York.
Zundell, Robert....	New York.....	New York.

FEMALES.

Aird, Catherine.....	New York.....	New York.
Anderson, Elizabeth M.....	Brooklyn.....	Kings.
Anderson, Henrietta.....	New York.....	New York.
Antusch, Amelia.....	Newton.....	Queens.
Austin, Almeda M.....	Watertown.....	Jefferson.
Austin, Nellie.....	Hudson.....	Columbia.
Bammann, Emma.....	New York.....	New York.
Barnett, Charlotte A.....	Brooklyn.....	Kings.
Barrett, Aleeta F.....	Bedford.....	Westchester.
Beesmer, Cora J.....	Olive.....	Ulster.
Blackman, Katie.....	Deer Park.....	Orange.
Blaum, Josephine.....	Brooklyn.....	Kings.
Bogatiska, Margaret.....	New York.....	New York.
Bolender, Jennie.....	Brooklyn.....	Kings.
Bopp, Katie.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York.....	New York.
Brisco, Henrietta.....	New York.....	New York.
Brown, Mary.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Buss, Johanna.....	Middletown.....	Richmond.
Byron, Forence M.....	New York.....	New York.
Colligan, Lena.....	New York.....	New York.
Craig, Agnes.....	Brooklyn.....	Kings.
Crolus, May C.....	New York.....	New York.
Curci, Francesca.....	New York.....	New York.
Davenport, Lillie.....	New York.....	New York.
Davis, Clara E.....	New York.....	New York.
Davis, Rachel.....	Fly Mountain.....	Ulster.

Name.	Town.	County.
Day, Lura.....	Tompkins.....	Delaware.
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.
Dixon, Harriet.....	New York.....	New York.
Donoho, Margaret A.....	New York.....	New York.
Eaton, Mary.....	Brooklyn.....	Kings.
Fenalli, Lagai.....	New York.....	New York.
Finch, Elva.....	Fulton.....	Schoharie.
Fish, Mabella S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Flanagan, Elizabeth.....	Newburgh.....	Orange.
Frantz, Ella M.....	Ellenville.....	Ulster.
Freeholder, Eva.....	New York.....	New York.
Gabie, Florence.....	Yonkers.....	Westchester.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Maud.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Grant, Maud.....	Newburgh.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Hamilton, Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hanlin, Mary.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Hawkins, Frankie C.....	Oswego.....	Oswego.
Haws, Hattie.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
House, Eliza M.....	Brooklyn.....	Kings.
Hutschinreuter, Hetwich.....	New York.....	New York.
Jaycox, Martha.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Judge, Alice.....	New York.....	New York.
Kaiser, Cornelia.....	New Paltz.....	Ulster.
Keefe, Catherine.....	Rockland.....	Sullivan
Kelly, Mary A.....	New York.....	New York.
Kempf, Catharine.....	New York.....	New York.
Ketchum, Clara E.....	Greenbush.....	Rensselaer.
Kilroy, Catherine.....	Kingston.....	Ulster.
Knack, Catherine.....	Fremont.....	Sullivan.
Knorr, Eliza.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.

Name.	Town.	County.
Kugler, Annie C.....	Ramapo	Rockland.
Kurz, Josephine.....	New York.....	New York.
Landt, Lina.....	New York.....	New York.
Larsson, Emma C.....	Stony Point.....	Rockland.
Levy, Jane.....	New Lots.....	Kings.
Lewis, Mary A.....	Albany.....	Albany.
Little, Antoinette.....	Newburgh.....	Orange.
Logue, Catherine.....	Yonkers.....	Westchester.
Long, Mary.....	New York.....	New York.
Long, Nellie.....	New York.....	New York.
Lorigan, Nellie E.....	New York.....	New York.
Lovell, Antoinette V.....	Brooklyn.....	Kings.
Marks, Sarah.....	New York.....	New York.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.
McCatty, Ellen M.....	Brooklyn.....	Kings.
Millard, Cora L.....	Beekman.....	Dutchess.
Miller, Eunice.....	Gilboa.....	Schoharie.
Nicholson, Mary.....	New York.....	New York.
Norton, Elizabeth.....	Binghamton.....	Broome.
Ogle, Elizabeth.....	Newburgh.....	Orange.
Ottmer, Katie F.....	Brooklyn.....	Kings.
Palmer, Elizabeth A.....	Troy.....	Rensselaer.
Peter, Christina M.....	New York.....	New York.
Pfeffer, Mary C.....	New York.....	New York.
Phillipski, Annie.....	Yonkers.....	Westchester.
Pinder, Edna.....	Middleburgh.....	Schoharie.
Poblinski, Bessie.....	New York.....	New York.
Porter, Sarah A.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Rapp, Mary E.....	Albany.....	Albany.
Richter, Jane.....	New York.....	New York.
Rinneberg, Annie.....	Brooklyn.....	Kings.
Rosenberg, Annie.....	New York.....	New York.
Russell, Agnes.....	Newburgh.....	Orange.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catherine.....	New York.....	New York.
Schoomaker, Amanda.....	Rochester.....	Ulster.
Snedden, Kate A.....	New York.....	New York.
Spieles, Katie.....	New York.....	New York.
Starbuck, Anna L.....	Malta.....	Saragota.
Stockner, Alice.....	New York.....	New York.

Name.	Town.	County.
Streeter, Dora.....	Canajoharie.....	Montgomery.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.
Thadwald, Elizabeth.....	New York.....	New York.
Thurston, Hannah.....	Hempstead.....	Queens.
Tiedemann, Margaret.....	New York.....	New York.
Turner, Gertrude.....	Brooklyn.....	Kings.
Tyrell, Jenevra.....	Brooklyn.....	Kings.
Van Valkenburg, Carrie B.....	Oswego.....	Oswego.
Waidler, Ann L.....	Long Island City.....	Queens.
Weidmann, Lizzie.....	New York.....	New York.
Wilson, Teresa.....	New York.....	New York.
Young, Blanche.....	New York.....	New York.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.

APPENDIX.

TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected

and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence—Town, County, State.
3. When was he [*or she*] born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result?
11. Have any attempts been made to communicate instruction?
12. Is there any ability to articulate or read the lips?
13. Is he cleanly or otherwise in habits?
14. Has he any acute disease, or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy?
16. Has he shown any signs of mental imbecility, idiocy, or insanity?

17. Has he ever used ardent spirits, opium or tobacco?
18. Has he ever been vaccinated or had small pox?
19. Has he had the scarlet fever?
20. Has he had the measles?
21. Has he had the mumps?
22. Has he had the whooping cough?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?
24. Are there any other cases of deafness in the family, among relatives or ancestors?
25. What is the name of the father?
26. Where was he born?
27. What is the name of the mother?
28. Where was she born?
29. What is the name and post-office address of the correspondent?
30. What is the occupation of the father?
31. Have either of the parents died?
32. Has a second connection been formed by marriage—*e.g.*, cousins?
33. Were the parents related before their marriage?
34. What are the names and ages of their children?
35. What is the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?
36. Has he any special mark or peculiarity of appearance?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given?

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

President.

THATCHER M. ADAMS,

Secretary.

LAWS AND BLANK FORMS.

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."

PASSED, APRIL 29, 1875.

The people of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any Institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 29, 1873.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years;

but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years, The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend section 9 of title 1, of chapter 555, of the laws of 1864."

Passed June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years age, who shall have been resident in this State for three years immediately preceding the application, or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils; and all blind persons of suitable age and similar qualifications, shall be eligible to appointment to the institutions for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident of the counties of New York, Kings, Queens, Suffolk and Richmond, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the State shall be sent to the institution for the blind in the village of Batavia. All such appointments, with the exception of those to the institutions for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which in his opinion the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify from time to time, if he shall deem it expedient to do so.

§ 3. This act shall take effect immediately.

APPLICATION.

FOR THE ADMISSION OF COUNTY PUPILS.

*To be made to and retained by the Supervisor or Overseer of the Poor.*STATE OF NEW YORK, { ss.:
County of ,

.....of the town ofin said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of 18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

CERTIFICATE

*To be granted by Supervisor or Overseer of the Poor and sent to the Institution.*STATE OF NEW YORK, { ss.:
County of ,

I have this day selected.....of the town of county of....., son [or daughter] of.....who was born on the.....day of..... 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of..... 18 , to the.....day of 18 , (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county ofin conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }
..... } of the town of
..... }

Dated.....18 .

APPLICATION.

FOR THE ADMISSION OF STATE PUPILS.

To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at 163d Street and Eleventh Avenue, New York City :

The undersigned, desiring to procure the admission of.....
.....as a State Pupil, into the Institution above named, for the purpose of receiving the benefits of Education, would submit the following statement of facts :

State the real and full name of applicant.

Answer.....

State the residence of applicant, as follows :

State,.....County,.....Town or city,.....

Note.—(Name Street and Number.)

How long has applicant lived in the State of New York?

Answer.....

How long in the County above named?

Answer.....

State full names of parents, guardians or nearest relative of applicant?

Answer.....

State the residence of the above named parents, guardian or nearest relative as follows :

State,... ..County,.....Town or city,.....

State how long the above named parents, guardian or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named?

Answer.....

When was the applicant born?

Answer....

State where. . .

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....

Has the applicant ever been a pupil in any Institution for the and if so, what one, and for how long ?

Answer.....

Has the applicant, or the parents, relative or guardian above named, sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said Institution ?

Answer.....

State any other fact, or facts, connected with the history of applicant, that will aid in determining the application.

Answer.....

Dated at.....this.....day of.....188 .

NOTE—It is desired that the application and affidavit be made by the parents, guardian or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent ; state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }
County of..... } ss.:

The undersigned, being duly sworn, says that is the parent, guardian or relative of applicant above named, and that the above statement signed by.....is true to the best of..... knowledge and belief.

Sworn to before me this..... }
day of.....188 . }

CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

.....

—

TO THE HONORABLE.....

Superintendent of Public Instruction, Albany, N. Y.

The undersigned hereby recommend that the above named applicant, be appointed a pupil in the New York Institution for the Instruction of the Deaf and Dumb at New York for the term of.....years, from..... and that clothing be furnished by
.....

.....

Principal or Superintendent.

FORM OF BOND.

Know all men by these presents, that we.....of
in the county of.....and State
 of....., and.....of.....
 in the county of.....and State of.....are
 held and firmly bound unto....., the treasurer of the New
 York Institution for the Instruction of the Deaf and Dumb, and his
 successor in office in the sum of.....dollars, for
 which payment, well and truly to be made, we bind ourselves, our
 heirs, executors, and administrators, jointly and severally, firmly by
 these presents.

Sealed with our seals. Dated at.....this.....
 day of.....A. D....

Whereas.....of.....in the county
 of.....and State of.....has
 been or is about to be admitted as a pupil in the Institution aforesaid;

Now, therefore, the condition of this obligation is such, that if
 the above named obligors shall well and truly pay, during the con-
 tinuance of the said....., as such pupil, the sum of
 three hundred dollars per annum for....board and tuition, semi-
 annually in advance, and shall also pay in advance the sum of fifty
 dollars a year for clothing, and shall also pay on demand all sums
 charged to the account of said.....for money or necessary
 articles furnished to said.....; and shall also pay interest
 on each bill, from and after the time it shall become due, then this
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }
 presence of }

..... [L. S.]
 [L. S.]

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue, Kingsbridge Road and One Hundred and Sixty-Third street, about nine miles from the City Hall.

The Institution can be reached by all Elevated railroads to Harlem, and thence by Cable Road on One Hundred and Twenty-Fifth street, to One Hundred and Sixty-Third street on Tenth Avenue.

PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance
the names of its*

MUNIFICENT BENEFACTORS.

EPHRAIM HOLBROOK,	JOHN ALSTYNE,
WILLIAM DENNISTOUN,	SETH GROSVENOR,
ELIZABETH DEMILT,	SIMON V. SICKLES,
MADAME ELIZA JUMEL,	THOMAS C. CHARDAVOYNE,
SARAH STAKE,	JAMES ANDERSON,
SARAH DEMILT,	THOMAS FRIZZELL THOMPSON,
JOHN NOBLE,	THOMAS RILEY,
THOMAS EGGLESTON,	JAMES N. COBB,
SAMUEL S. HOWLAND,	ELIZABETH GELSTON,
THOMAS EDDY,	ROBERT C. GOODHUE,
BENJ. F. WHEELWRIGHT,	DANIEL MARLEY,
MARIA M. HOBBY,	ELIZA MOTT,
BENJAMIN ABRAMS,	SAMUEL WILLETTS,
JAMES KELLY.	



